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ABSTRACT

The annual Journal of the American Association of Women in Community and Junior Colleges (AAWCJC) publishes articles on research, model programs, and teaching/learning strategies of interest to women students and staff at community, junior, and technical colleges. It provides a forum for the discussion of issues related to women in higher education and disseminates information on leadership training activities. This issue, which commemorates the 20-year history of the AAWCJC, contains the following articles: (1) "Twenty Years of Growth, Twenty Years of Service," by Jo-Ann Terry; (2) "Welcome, Dear Women, to the World of Reality," by Linda M. Lillie; (3) "Self-Worth of Middle-Aged Women Enrolled in Community Coilleges," by Mary J. Didelot; (4) "Mentoring in Business and Industry: Applications to Women in Community Colleges," by Gaye Luna and Deborah L. Cullen; (5) a review by Pamila Fisher of "Lakota Woman" by Mary Crow Dog; (6) "Women Leaders Are Readers," by Signe M. Kastberg; (7) "The 21st Century Female Academician: Beyond the 'Glass Ceiling,'" by Gloria Trujillo-Sanchez; (8) "Women Academicians in the Community College: Increasing Our Power through Communication," by Shelley Lane; (9) "Gender + Ethnicity = Dynamic Leadership by Latina Community College Presidents," by Lois M. Knowlton. Also included is a statement of the philosophy of the AAWCJC, general information about the organization, and a list of members of the Board of Directors. (KP)

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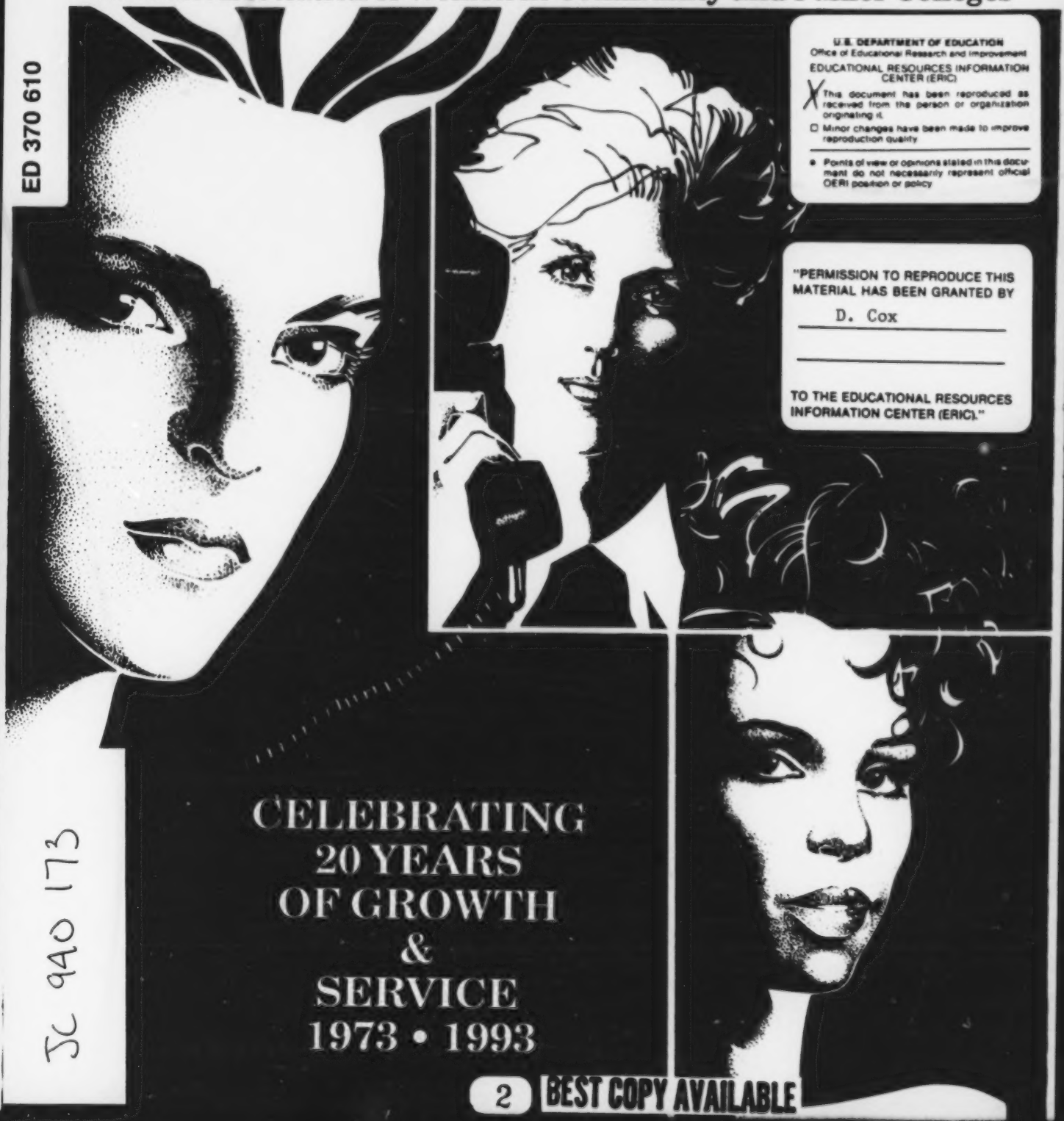
THE JOURNAL

American Association of Women in Community and Junior Colleges



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CELEBRATING
20 YEARS
OF GROWTH
&
SERVICE
1973 • 1993

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"to focus on the specific concerns of women working at and enrolled in the two-year institutions"
–AAWCJC Founding Mothers, 1973

TWENTY YEARS OF GROWTH, TWENTY YEARS OF SERVICE HAPPY ANNIVERSARY, AAWCJC

Dr. Jo-Ann Terry, Archivist for AAWCJC

Eileen J. Rossi
Nancy Jones
Marjorie K. Blaha
Jancie K. Brandstrom
Mildred Bulpitt

■ **1973-1993**

The American Association of Women in Community and Junior Colleges (AAWCJC) is twenty years old in 1993! In the summer of 1973, fifteen women from Arizona, California, and Washington attending a seminar "Woman: Her Challenge to the Community College" at City College of San Francisco decided that a national organization was needed to focus on the specific concerns of women working at and enrolled in two-year institutions. The founding "mothers" worked to gain national recognition for their new organization. The first officers were **Eileen J. Rossi**, then at City College of San Francisco, chairperson; **Nancy Jones**, Treasurer; **Marjorie K. Blaha**, Vice Chairperson for Membership; **Jancie K. Brandstrom**, Vice Chairperson for Research/Professional Development; and **Mildred Bulpitt**, Vice Chairperson for Communications and Chairperson for Council Development.

■ **1973**

The first AAWCJC newsletter, published Sept. 17 by the "Western Division" of AAWCJC, contained news of women's activities state by state in the Western region and information about joining AAWCJC as a national member. Original dues ranged from $2 yearly for those with yearly salaries to $5,000 to $20 yearly for those with yearly salaries over $20,000. Student dues were $1, and institutional dues were $30. The first issue of the newsletter included a notice of the AACJC national convention in Seattle in April 1975 and urged women to attend. The newsletter also carried an announcement of a forum to be held on Feb. 25, 1974, in Washington, D.C. It was followed by an organizational meeting to create AAWCJC as a council of AACJC.

■ **1974**

On February 24, AACJC'S Board of Directors accepted AAWCJC'S request to become a council, entitling it to representation at AACJC Assembly. At its annual meeting, the Board also stipulated that AAWCJC be granted membership representation on the AACJC Board of Directors on a rotating basis with other councils. AAWCJC had already surpassed AACJC'S requirement of a minimum of 200 members to be recognized as a council and proven its viability as a national rather than a regional organization. With formal recognition by AACJC that same year, AAWCJC presented its first forum on women in nontraditional career programs at the AACJC annual convention; it has done so every year since then. In December 1974, the fourth AAWCJC newsletter announced the creation of a job bank service via phone. This job bank has been and continues to be a valuable asset for the many women interested in career moves.

■ **1975**

The newsletters announced that over 500 members had been recruited; that newsletters had been published three times a year, and that AAWCJC had presented annual Forums at the AACJC convention. Also, the organization had developed a set of by-laws and a written constitution, had done its first survey of women in two-year colleges at all levels, and had co-sponsored a national conference on Women's Programs. It convened its first set of regional meetings in Phoenix and El Paso. Beginning in 1975, the International Women's Year, the national board focused on ways to have AAWCJC speak on behalf of all women in two-year institutions nationally.

Mildred Bulpitt became national chairperson in 1975. For seven years, she

was the heart and soul of the organization as she brought her energy and leadership to its many activities. **Eileen Rossi** became AAWCJC'S first representative to the AACJC Board of Directors. **Anne Mulder** was elected Vice President for Professional Development. In the October newsletter, **Mildred Bulpitt** stated that one of AAWCJC'S national goals set at its April board meeting was "to encourage the development of local, state, and regional chapters" – a theme which has been emphasized and developed for 17 years. This same newsletter also announced the "Woman of the Year Award" and the development of several position papers. **Fran Prindle** of Seattle Central Community College was named AAWCJC's first Woman of the Year. In addition, data from a national survey was published: 55 percent of the AAWCJC respondents had salaries between $10,000-15,000 yearly and only 2 percent had salaries of $25,000 or higher. Thirty-one percent of the respondents were between the ages of 31-40, 27 percent between 21-30, and 25 percent between 41-50. Only 50.8 percent of the respondents indicated that their colleges had special programs for women students.

■ **1976**

Marjorie Blaha was selected AAWCJC Woman of the Year for her outstanding services to women. At that time she was Director of Innovations and Educational Services at Evergreen Valley College in San Jose, CA.

■ **1977**

AAWCJC received a grant for $100,000 from the Carnegie Corporation of NY to fund what became a new office at AACJC – the Center for Women's Opportunities. **Carol Eliason** was hired to conduct a survey of the enrollment patterns of women in occupational programs in two-year institutions. Subsequently, she was named AAWCJC's second Woman of the Year. In December the newsletter announced the newly elected board of directors with **Helena Howe** as chairperson of the AACJC Board of Directors. As a charter member, she had long been recognized as one of its strong supporters. At the national board meeting that same year, AAWCJC reformed its national structure into 8 regions due to the growth of membership outside the western region.

■ **1978**

Marjorie Blaha was elected to the AACJC Board as the AAWCJC representative. **Muriel Kay Elledge (Heimer)** and **Virginia Noble** were named Women of the Year. Again the themes of volunteerism and leadership appear. In the October newsletter, **Mildred Bulpitt** was quoted: "When the history of helping programs for women in community colleges is written, no one can ever claim that it evolved for mercenary reasons. As usual, most of our colleges are getting more of their money from women. And sometimes without even tacit support. If anyone gets brownie points in some celestial retreat for altruism, a number of our members will have a lot to collect."

■ **1979**

The focus of AAWCJC was ERA. Although AACJC did not support AAWCJC's request to move its annual convention from Illinois, a non-supporter of ERA, AACJC endorsed the passage of ERA and the extension of the deadline for ratification. At that time women outnumbered men in two-year colleges for the first time, a trend that has continued. **Eileen Rossi** was named the fifth "Woman of the Year" and the first AAWCJC JOURNAL was published, with **A. Rae Price** as editor. The *JOURNAL* gave community college women a new avenue for publishing their work.

■ **1980**

The January AAWCJC newsletter listed the budget for 1979-80 as $13,475; the 1978-79 budget had been $13,975. Obviously members and board members made in-kind contributions in order to run a national organization with such little funding. **Virginia Kribs**, Director of Community Service at Johnson County Community College, was named the Woman of the Year. **Jane Merritt**, Northwest Regional Coordinator, encouraged the development of the first state chapter of AAWCJC in Washington. Oregon followed later.

Mildred Bulpitt sent this message in the June newsletter:

"In its efforts to expand the impact of

Anne Mulder
Fran Prindle
Carol Eliason
Helena Howe
Muriel Kay Elledge
Virginia Noble
A. Rae Price
Virginia Kribs
Jane Merritt

Carolyn Desjardins
Jo-Ann Terry
Patricia Drabant
Betty Steege
Margaret MacTavish
Mary Norman
Julie Stindt
Zelema Harris
Ann Carli
June Belke

AAWCJC activities, your Executive Board is looking for external funding for two projects, both of them jointly with the League for Innovation in the Community College. Very soon, we should hear whether we have been funded by FIPSE for a project that is designed to increase the skills of women who are interested in moving into or ahead in community college administration. Making the first cut of these grants was an achievement in itself. We had one of 350 out of almost 1800 short abstracts that had to be expanded for final consideration. Several of your officers spent their time at the AACJC annual convention doing that .... When we get funded for one or both projects, you'll be among the first to know. We'd like many of you to be involved."

LEADERS OF THE 80s

Of course, the Leaders of the 80s project was funded by FIPSE for three years. First year funding was for $64,779. **Mildred Bulpitt**, as AAWCJC national chairperson, took an active role in building the Leaders program until her retirement in 1989 and brought **Carolyn Desjardins**, then at Mesa College, on as coordinator of the program.

AAWCJC was successful in obtaining a second grant as well. **Carol Eliason**, Dector of the Center for Women's Opportunities at AACJC, wrote and directed a Small Business Administration grant for short term training for 133 two-year institutions to reduce the high percentage of small business failures, became the Director of the Center for Women's Opportunities at AACJC.

■ **1981**

Muriel Kay Heimer became the national chairperson. **Jo-Ann Terry**, Region V Director, was elected Vice President for Membership; **Patricia Drabant**, Vice President for Communications; **Betty Steege**, Vice Chairperson for Professional Development; **Margaret MacTavish**, VP for Finance. **Mildred Bulpitt** assumed the position of Past National Chairperson, a position created for continuity of leadership on the board. **Mary Norman** was elected the Woman of the Year. The AAWCJC Board instituted the annual reception at the AACJC convention to honor and recognize the Leaders program and its participants – a tradition that has continued yearly.

■ **1982**

Carolyn Desjardins was selected Woman of the Year. **Julie Stindt** and **Zelema Harris** were selected recipients of AAWCJC Certificates of Appreciation at the business meeting in St. Louis. These were the first awards of this kind given by AAWCJC. Californians **Ann Carli** and **June Belke** were elected the first co-regional directors of Region IX on the national board.

■ **1983**

In July **Jo-Ann Terry** became the national president. A new statement of philosophy was adopted by the board and published in the fall newsletter. Survey results describing the membership were also published showing that 42 percent of the members were administrators; 27 percent, faculty; and 8 percent, support staff. Twenty percent held Ph. D.s; 55 percent, master's degrees, and 18 percent, bachelor's degrees. Only 4 percent of the membership had incomes between $5,000-$10,000; 11 percent between $10,000-$15,000; 17 percent between $15,000-$20,000; and 69 percent over $20,000. Other information included age groupings: 40 percent of the members were age 31-40; 38 percent, 41-50. The first national directory of AAWCJC was published this year.

A second two-year grant from FIPSE helped to phase the Leaders program into self-sufficiency.In addition to the national leadership workshops, a new workshop for women, Next Step, was created for women interested in career advancement to the CEO position. At its annual meeting in New Orleans, **Mildred Bulpitt** was given a special award: Woman of the Decade. Toperpetuate honoring her, the AAWCJC Board changed the name of the Woman of the Year award to the Mildred Bulpitt Woman of the Year award from this date forward.

■ **1984**

The summer newsletter announced a new service to AAWCJC members – resource materials through ACCTion Consortium.

■ **1985**

AAWCJC sponsored its first national training sessions for local college coordi-

nators at the April AACJC convention. **Ann Brand** was elected VP for Communications; **Jacqueline Belcher**, VP for Finance; **Marjorie Blank**, the Mildred Bulpitt Woman of the Year. After a national review of professional membership services to handle processing of all individual and institutional memberships and renewals, AAWCJC hired The National Service in Anderson, SC.

■ **1986**

Beverly Simone became the fifth president. Other officers elected were **Linda Mast (Elliott)**, VP for Membership; **Mary Ellen Duncan**, VP for Professional Development; **Ann Brand**, VP for Communications; and **Jacqueline Belcher**, VP for Finance. **J. Juechter** was elected to the newly created position of Vice President for Resource Development. **Kay Moore McClenny** was elected as AAWCJC'S represented to AACJC. **Beverly Simone**, as president of AAWCJC, was named to the Commission on the Future of Community Colleges. **Mary Ellen Duncan** addressed the Commission on behalf of AAWCJC and acknowledged a number of significant trends in community colleges, including a shift in student demographics toward women and minorities, diminishing resources, attrition, and growing pressures to demonstrate institutional effectiveness through outcome measurement.

■ **1987**

AAWCJC membership rose to 1,492: Region IX (AZ,CA,HI,NV) 323; Region IV (AL,FL,GA,KY,MS,NC,SC,TN) 290; Region X (AK,ID,OR,WA) 212. California had the largest state membership at 274. In July, **Jacqueline Belcher** became president. Other new officers included **Leila Gonzalez Sullivan**, VP for Communications; **Sharon Yaap**, VP for Professional Development; **Ruth Fossedal**, VP for Finance. In August Regions IX and X sponsored a conference in Hawaii entitled "The Cosmic Woman: Leadership in the 21st Century." A new national membership directory was published.

At the spring board meeting the board initiated on-going support for the National Institute for Leadership (NILD), formerly Leaders of the 80's. Attending the AACJC convention were **Mildred Bulpitt**, **Charles Green**, **Beverly Simone**, **Judith Buhlin**, **Joan Edwards**, and **J. Juechter**. At a recent Leaders' workshop, $715 had been collected to be used as seed money toward the establishment of an endowment to provide support for NILD and **Mildred Bulpitt** contributed $500 that she had received as Woman of the Year from Soroptimist International of Phoenix, making a total of $1,215. AAWCJC, under the leadership of the Vice President for Resource Development **J. Juechter**, initiated the first Leaders alumni fund in a letter to all Leaders participants. The results were impressive; 31 percent of the alumni contributed $2,281.

AAWCJC initiated a new award honoring presidents annually at the AACJC convention. **Russell Slicker**, President of the Milwaukee Area Technical College (WI), was selected President of the Year.

■ **1988**

The spring newsletter highlighted AAWCJC'S national membership of 1,847 with 106 institutional members. California remained the state with the largest state membership with 300, but North Carolina was a close second with 294. Region IV had the highest regional membership with 504, followed by Region IX with 376.

Childcare was established as the national theme. On behalf of AAWCJC, **Barbara Mehnert** published a white paper on childcare for distribution to the membership and others interested in this concern. **Barbara Daum**, President of North Seattle Community College, was elected Woman of the Year. **J. Richard Gilliland**, President of Metropolitan Community College in Omaha, was the recipient of the President of the Year award. At the annual convention, AAWCJC held the first national breakfast meeting. California Assemblywoman **Teresa Highes** spoke on the "Role of Community Colleges in Breaking the Cycle of Poverty."

■ **1989**

Under the leadership of **Sharon Yaap**, VP for Professional Development, AAWCJC sponsored its first national teleconference as a part of its celebration of the organization's fifteenth anniversary. Entitled "Breaking the Barriers to

Ann Brand
Jacqueline Belcher
Marjorie Blank
Beverly Simone
Linda Mast
Mary Ellen Duncan
J. Juechter
Kay Moore McClenny
Leila Gonzalez Sullivan
Sharon Yaap
Ruth Fossedal
Judith Buhlin
Joan Edwards
Barbara Mehnert
Barbara Daum

Pamila Fisher
Virginia Lopez Hansen
Nancy Eddy
Flora Mancuso-Edwards
Carolyn Williams
Jacqueline Holland
Kay Henard
Diana Cox

Providing Quality Childcare," the 90 minute teleconference reached more than 100 colleges. In July **Sharon Yaap** was elected President; **Pam Fisher**, VP for Professional Development; **Jo-Ann Terry**, VP for Resource Development; **Virginia Lopez Hansen**, VP for Membership; **Nancy Eddy**, VP for Finance; **Leila Gonzalez Sullivan**, VP for Communications. **Jo-Ann Terry** was charged to continue development of a foundation to support NILD.

"Steps to Success," Mt. Hood Community College's successful welfare reform demonstration program, received AAWCJC's first award for Innovative Programs for Community College Women in Vancouver at the fall ACCT convention. AAWCJC adopted the theme of Diversity in Leadership for the following two-year period.

■ **1990**

The spring newsletter announced the annual budget goal of $77,915. In March AAWCJC co-sponsored another successful teleconference "Acquiring Staff Diversity: Why and How." Panelists included **Flora Mancuso-Edwards, Sharon Yaap, Michael Saenz, Carolyn Williams, Richard Gilliland, Jacqueline Holland** and **Pamila Fisher**, moderator. At the annual spring breakfast, **Georgie Anne Geyer**, noted journalist and world traveler, spoke to a standing room only crowd. **Muriel Kay Heimer**, President of Lake City Community College, FL, was named President of the Year; **Kay Henard**, Assistant to the President and Coordinator of Planning, Research, and Development, Amarillo College, TX, was named The Mildred Bulpitt Woman of the Year.

The board continued to pursue ways to strengthen the local activities of AAWCJC by establishing state and local chapters and providing more seed money for regional directors to encourage local leadership and professional development activities. The AAWCJC Leaders Foundation annual fund raising effort netted $10,000 in assets. The Foundation Board gave $900 for NILD scholarships.

At the fall ACCT convention, the Women's Center at York Technical College in Rock Hill, SC., was awarded the Innovated Programs Award.

■ **1991**

At the April AACJC convention, Sally Helgesen, author of *THE FEMALE ADVANTAGE*, spoke at the third Annual Breakfast in Kansas City, KS. AAWCJC forum on "Diversity in Leadership: How Much Do You Know?" drew record crowds as the organizations's reputation for excellent programs continued to grow. New board members were **Leila Gonzalez Sullivan**, President; **Pamila Fisher**, VP for Professional Development; **Diana Cox**, VP for Communications; **Virginia Lopez Hansen**, VP for Membership; **Joan Edwards**, VP for Resource Development, and **Nancy Eddy**, VP for Finance.

IN RETROSPECT

AAWCJC is still the only national voice for women in higher education in two-year institutions. AAWCJC continues to be one of AACC's largest councils with 3,198 members in 1992. The original organizational principles of equity and excellence in education and employment for women in two-year institutions are still the center of AAWCJC and bring focus to its many activities at the national, regional, and state levels.AAWCJC early newsletters reflect a sense of the vital history of the organization, one always advocating women's leadership and sponsoring activities at all levels to promote women into higher levels of administration as well as activitiesfor professional development for faculty and support staff.

Information on women in senior level positions within higher education had not been collected in 1973-74. However, in 1975, the American Council on Education (ACE) began collecting data on female administrators and Chief Executive Officers. In the 1,200 institutions in 1975, there were 11 female CEO's in two-year public institutions and 34 in two-year private colleges. By 1984, the number had increased to 72 in public institutions (an increase of 418 percent) and to 48 in private two-year colleges (an increase of 41 percent). Combined, the number of female CEO's grew from 45 in 1975 to 120 in 1984. At the end of 1990, public institutions were headed by 90 female CEO's. Between 1980 and 1990, the number of women heading colleges, campuses and state offices for two-year institutions

showed an increase of 153 percent. California had the largest gain – 18 additional women CEO's for a total of 25; Wisconsin added 10 new CEO's for a total of 12. Today there are 8 female chancellors, 109 presidents, and 71 provosts/deans heading campuses – a total of 188 female CEO's. Data from the AACJC data file on colleges showed positive changes occurred in 31 of the 50 states by 1990. Senior-level administrators have increased in number as well. Records indicated only 1,625 senior-level women administrators at the director, dean, and vice presidential levels.

The forum, business meeting and special workshops sponsored by AAWCJC address issues of special interest to women. Because of AAWCJC's national visibility as well as its leadership development activities, women's participation at the AACJC convention has grown from a token few to a clearly visible presence.

In volumes of articles and correspondence concerning the early years of AAWCJC, familiar names appear and reappear. Volunteers – always on an avenue of leadership development for women – were and still are the backbone of AAWCJC. Women who participated actively at the local level reappear as national officers through leadership development and promotion of women. AAWCJC has advocated this participation for two-year colleges and has indeed practiced what it preached.

It is indeed a HAPPY ANNIVERSARY for AAWCJC, soon to be renamed the **AMERICAN ASSOCIATION FOR WOMEN IN COMMUNITY COLLEGES**.

As we celebrate this year, we look forward to a truly silver anniversary in 1998!

AAWCJC REGIONAL DIRECTORS

Dr. Luene H. Corwin
Dr. Mary Louise Van Winkle
Dr. Gail James
Dr. Shirley R. Luckadoo
Dr. Ruth Burgos-Sasscer
Dr. Jacqueline Claunch
Mary Ellen Masterson
Sally Conway Griffin
Dr. Eula Saxon Dean
Dr. Kathy Small

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES
A COUNCIL OF THE AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

AAWCJC Quarterly

The AAWCJC *Quarterly* is published four times yearly.

Regional Directors send information related to AAWCJC and other women's issues to the Vice President for Communications.

Book reviews, seminar announcements, NILD and Foundation news, awards, and general interest items are part of the newsletter.

Submissions are welcome!

WELCOME, DEAR WOMEN, TO THE WORLD OF REALITY

Linda M. Lillie

> "Poor Appalachian women have lived like this for years–it is not going to change overnight."

Meet Renee. She's 34 years old. She has three children under the age of 14, lives in a mobile home, has a dog, and receives public assistance. She married when she was 16 and didn't finish high school but has since studied and earned a GED. Her husband left her four years ago and he avoids paying child support by moving from job to job, state to state. He shows little interest in their children, having fathered numerous others. She's dependent on her family for moral and financial support, and they accept her fate as normal. They didn't want her to marry so young, but most agreed she was headstrong and wouldn't listen to reason. She sees her daughter heading in the same direction as she did. She shudders when she thinks of the pain the girl will face but sees no way to stop her self-limiting behavior. Some would call it a cycle of ignorance. Others would say it is cultural: "Poor Appalachian women have lived like this for years–it is not going to change overnight."

Scholars would point to theories for explanation: Ginits and Bowles' Correspondence Theory might simplistically explain her fate as corresponding to her social status; Henry Giroux, as a Reproduction Theorist, might turn to the school system, which indoctrinated her to behaviors that would predictably lead her to this point. While I can agree with correspondence and reproduction theorists, I sought a greater meta-theory from which I could view the society which seemed to take Renee and mandate a life pattern with little or no regard for her notions of free will. Gramsci's Theory of Hegemony comes closest to explaining her situation. Let's define hegemony as Shapiro does:

"A whole body of practices and expectations; the assignment of energy, including our ordinary understanding of the nature of people and their world. It is a set of meaning and values which, as they are experienced as practices, appear as reciprocally confirming. It thus constitutes a sense of reality for most people in society, a sense of absolute because it is experienced reality beyond which it is very difficult for most members of the society to move in most areas of their lives."

Hegemony must be distinguished from a notion of ideology, which is often accepted as a result of manipulation, some kind of overt training, or the abstract imposition of social, cultural, or political ideas. If it were no more than these, society would be much easier to move and change than it has ever been or is. Hegemony, which is marked by the way it *deeply saturates the consciousness of society*, rests on the dual processes of "selection" and "incorporation." Selection because, from the whole possible area of past and present meanings and practices, some are chosen for emphasis, while others are neglected or excluded; incorporation because meaning and practices are reinterpreted, diluted, or put into focus which supports, or at least does not contradict, other elements of the dominant culture.

The incorporational process is a central concern of this paper. The plight of Renee and many other women like her who have enrolled and participated in the class designed and instructed by myself entitled "Life Skills for Women" will be examined. This class sought to recognize the alternative meanings and values, the alternative opinions and attitudes, even some alternative senses of the world, which can be accommodated and tolerated within a particular effective and dominant culture.

To understand the ideological role of school, one must recognize its active involvement in selecting and incorporating culture notions. These incorporated notions are constituted by a range of meanings and practices wider than those simply or easily congruent with the ideological imperatives of our present system of corporate capitalism. The aim in designing a class for returning adult female stu-

dents was to assess the level of toleration for views inconsistent with the hegemony–of particular interest was the willingness or lack thereof for the women students to examine their lifestyles from an objective view: for many a first-time experience. The ultimate aim was to provide a milieu in which the women could come to heightened awareness of their lives within the dominant culture of their school, their family, their community and of the primary interest, heightened awareness of the workplace environment most were preparing to enter.

To understand the environment of the students, one must have some information about the institution, its mission, and its reasons for supporting a course focused on adult female students. Chartered in 1969 for the purpose of providing collegiate-level education, with a technical focus, to the citizens of Southeastern Ohio, Muskingum Area Technical College fulfills a distinctive role in meeting the educational and economic needs of the area. Culturally its students are predominantly white, 68 percent female, often single parents, who receive one or more forms of public assistance. Frequently, they are the first member of their extended family to attend college, and, as often as not, the other family members are not wholly supportive of their desire to learn–perhaps equating learning with change and therefore risk. The following dialog was overheard in the parking lot:

"I can't make it to class tomorrow. Tommy's got to go to the doctors and Mom won't take him. She says if I got time for school, I got time for my kids."

Clearly, the odds are against these women. Recognizing this, the institution surveyed them and determined a course addressing their life needs should be developed. A doctoral candidate in curriculum and instruction, I was asked to design the course. Two research foci became the philosophic underpinnings for the course design: the views of neo-Marxists writers and an interest in economic progress in corporate America which further led to a view that the technical college system could be contributing to more than the education of its individual students. The college could be a cog in a great hegemonic wheel: thus our female students' fate of low wages in female dominated fields like child development and secretarial science seemed sealed.

The proposed course, "Life Skills for Women," took on greater meaning as an underlying theme of analytical thinking, combining those values sought by industry: cooperation, strength, assertiveness, determination, and linear thinking were woven into the instructional pattern. The class met a standard curriculum format determined by the institution and on the surface, appeared interesting, varied, and pleasing, meeting the survey results and passing through the curriculum approval process with little trouble. The course was offered summer and fall quarter and by winter quarter, women were demanding more sections to be opened – even speaking directly to the college president about this need. During spring quarter, two sections were offered and filled. Between spring and summer sessions, a five-day session was offered – five days, seven hours a day. The course was quickly filled. The talk around campus was that this course should be taken by all female students--an idea that came from the students. The offering of clear analytical thinking combined with life issues was a hit.

In essence, the course asked participants to become liberated from the existing culture for the purpose of emergence of an autonomous individual, not one socialized to the acceptance of a given social order or to automatically conforming to its institutional prescriptions. Additionally, the course sought to empower a group who were traditionally submissive within industrial and familial environments. Students were asked to look closely at those values they held dear, or thought they held dear. Some examples generated by class discussion included: Is the man always right? Is housework the responsibility of a woman? What is this thing called guilt and why is it eating us alive? Are we responsible for our children's happiness? For their success? Why are we still competing with other women for the boss's affections? Why can't we work as a team? Why do we have such a hard time asking for what we want? One student said the class was going to buy the instructor a tee shirt with the word WHY? printed on the front. Learning was occurring.

"Clearly the odds are against these women."

> "*Life Skills for Women* – its particular strength lies in its focus: empowerment of women."

Themes began to emerge as numerous sections of this class were taught. Women were torn between their expectations for themselves, society's expectations for them, and their families' expectations of them. Many aspired to be superwoman–when told she didn't exist–REALITY–some insisted she did and felt they could prove it with their lifestyle. Others were equally or more depressed with the debunking of the Prince Charming myth. For many, he is their everlasting hope. It was evident they felt this way from the entries in the richly detailed journals they kept. This hope for a rescuer goes far beyond a mythical prince as most of us, in a Freudian sense, feel the need to transfer our responsibilities to a greater force than ourselves from time to time. The danger, however, in the female students dreaming of a princely rescue was the concurrent devastating denial of responsibility for their futures. This became one of the course goals: to help the students embrace their future, not as victims of forces beyond their control, but as participants in the hegemonic machinations, aware participants, thus becoming able to affect change.

The course sought for them, not a denial of the dominant culture, because under the rubric of hegemony, the dominant culture cannot be denied–to do so would be illogical, irrational. However, what can occur is an understanding often denied to females and males on the lower socio/economic scale of our society. With an understanding beyond the previously held subjective, narrow view, it was hoped that these women would begin to make wiser choices for themselves and their children. Renee's concern that her daughter will follow in her footsteps is valid and probably accurate. It is only through Renee's incorporating learned experiences that she will begin to affect a significant change in the way her family views itself as it begins to see itself as a unit with choices. Not unlimited choices but with a range of choices nonetheless.

"Life Skills for Women" seeks to educate Renee and women like her. Note the word "educate" rather than "train." In a technical college environment much of what occurs in the classroom is indeed training, a distinction based on the generalizability of the course content. As Renee seeks to earn an Associate's Degree in secretarial science, she is trained on machines, she is trained on procedures, she is trained on standards of workplace practice. These training endeavors seek to "mold" Renee into the employee most sought by those who hire our graduates, and rightly so. This is fundamental to the mission of the college.

Renee also has experiences in courses which seek to educate her and "Life Skills for Women" is one of them. Its particular strength lies in its focus: the empowerment of women. The following paragraphs explore some of the areas addressed by the class as it seeks to expand women's awareness of the human condition and an appreciation of human needs, values, and achievements, particularly those of women. The course assists in developing insights, capabilities, and well-reasoned convictions essential for generating educational change in its participants.

One of the primary goals of the course is to provide for women the ability to understand and empathize with other women through the development of an understanding of their needs and problems. In relating to other women, it is essential that there be an appreciation of their perspectives–perspectives which include their past, their hopes for the future, their problems, and their basic needs. Technical and professional training often works against the development of such life skills when it encourages individuals to think of themselves as secretaries, daycare workers, computer programmers, etc. The women are often told that they are accomplished at nurturing their husbands and children, but rarely are they able to nurture themselves or each other, at least not in the workplace environment.

The course seeks to demonstrate an appreciation for human purposes and values realized in problem solving. To solve problems, or make enlightened decisions, females must have the abilities to analyze content, to understand the factors contributing to the problem, and to evaluate the likely effectiveness of the alternative resolutions in keeping with the basic objective to be achieved. The course seeks to help women become aware that people often disagree with one another on how to

proceed because they have different objectives to be accomplished. Thus not everyone involved in a given situation may share a common purpose or hold the same values or hold them in the same order. One other example of the types of skills women are introduced to in this class is an appreciation of the importance of responding appropriately to change as an essential and necessary human activity. While these women preparing for occupational fields learn facts, acquire skills, and learn how to adapt to changes in their fields, it is through a course such as "Life Skills for Women" that they learn that these skills are essential if one is to survive and prosper in a constantly changing world. The physical, social, and work environments are continually changing, and women must learn to adapt. It is hoped that this course conveys a sense of the importance of flexibility, so its participants may continue learning and growing as empowered individuals.

Our task as educators is to provide for women like Renee access to knowledge, so that their lives and the lives of their children will be enriched. Thinking back to the notions of selection and incorporation as they apply to hegemonic theory, we could speculate that by raising Renee's level of consciousness and others like her, we could begin to create a shift in the selection of and incorporation of those ideals deemed to constitute our sense of reality. An exciting prospect!

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SELF-WORTH OF MIDDLE-AGED WOMEN ENROLLED IN COMMUNITY COLLEGES

Dr. Mary J. Didelot

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Introduction

Middle-aged female students attending community colleges are still struggling with the draconian realities of self-worth. As early as 1792, Mary Wollstonecraft brought to public attention the devaluation of women and the need for improved education for women. Even if her reason for improvement would cause feminists to shudder (i.e., to function better within a prescriptive gender), Wollstonecraft's courage even to approach the subject during that oppressive era is cause for praise. Since the 1970s, the minimalization of women by anyone is morally unacceptable. Yet, in 1992, middle-aged female students in community colleges are battling to maintain their self-worth within family environments that persist in limiting and restricting behaviors prescribed by archaic boundaries. This is a generational phenomenon. These women are searching for their true worth within a paradoxical situation that bifurcates their perceptions of their own self-worth.

On one hand, at the college, they perceive themselves as important people taking significant steps in their lives. On the other hand, at home, they are aberrant subordinate caretakers charged with mundane tasks. In general, "women receive less social support for coping with the demands of college . . ." (Jacobi, 1987, p. 9). However, this constant polarization, they are told by society, is non-existent in 1992. The status of women has changed, decries society, from the time when:

"The first generation of college women had to fight strong opposition to the very idea of higher education for women at all: it would have an adverse effect on their femininity; they would cease to be true women; their health would suffer." (Bernard, 1981, p. 506)

Yet, the voice of middle-aged female students enrolled in community colleges today echoes an eerie sameness as articulated by a 49-year-old respondent:

"My home diminishes me. I have no personality of my own. It frightens them [family]. They think this could happen to them. Now school is where I'm happy. I got to see how other women in my predicament react to school and have made changes. A lot more are getting divorced. It's very scary. But there's very little I expect from them [my family]. I guess I have to change them." (R14)

Indeed, the change in this population from daughters, wives, and mothers to students triggers a conflicting situation that threatens their abilities to maintain a constant, healthy self-worth within the family.

Within this social-psychological devaluation phenomenon, there are three central, recurring themes that will be gleaned from the research. Grounded in the perceptions of the respondents will be clear patterns of significance:

(a) Prior learning has established a volatile foundation for education inundated with false assumptions that undermine self-worth;

(b) These false assumptions have been generated and are perpetuated by parents throughout their daughters' adult lives; and,

(c) Spouses and significant others further weaken the foundation with mixed messages: articulated support conflicted with overt behavior, therefore, the student is in a constant state of emotional flux.

Higher education, then, for this population, is a double-edged sword: one edge is shining with opportunity and status, while the other edge is dull with conflict and alienation.

Methodology

This study used illuminative evaluation as the mode of inquiry. This process of evaluation was developed by Parlett (1974), Parlett and Dearden (1977), and Parlett and Hamilton (1972). The problem under investigation focused on middle-aged female community college students' perceptions of the academic support received from parents and spouses or significant others. The purpose of this study was to (a) evaluate middle-aged female students' perceptions of the effect of this support on their self-worth, and (b) use the data to make recommendations for the future. Because illuminative evaluation was used, the hypothesis emerged from the study itself. The purposive sampling (ages 30-62) of 15 middle-aged female students enrolled in Purdue University Calumet, a community college, was bound by the context of the problem. The instruments used in this study were developed by the researcher: (a) an open-ended interview guide, and (b) a questionnaire to augment the interview guide. Thus, the context for this study was set.

Both qualitative and quantitative data are presented in this analysis, therein incorporating multiple realities of the participants and objective facts. The two methods interact to uncover patterns that underlie behavior. According to Guba and Lincoln (1989), one technique for verification is the emergence of issues that include all data. However, not all of the data are likely to fit an emerging pattern. Yet, when a responsible number is reached, a pattern is established.

Therefore, in this study, all data were reported, both qualitative and quantitative. Quantitative data were gleaned from both the interview and the questionnaire, while qualitative data were from the interview. However, responses of 25 percent or more for each issue on either the interview portion alone or combined with the questionnaire, or responses of 25 percent or more for issues revealed by the questionnaire alone, are considered to be a reasonable number. Since illuminative evaluation focuses upon thick description and interpretation, the quantitative data serve a supportive role in the emergence of issues: to judge goodness and to support consistency and predictability.

The questionnaire was presented to the respondents first. Therefore, it served as a trigger mechanism for perceptions that were uncovered at a later time in the interview. The relationship between the questionnaire data and the interview data is synergistic. When both are presented for the same issue, the quantitative data is recognized as reactive only. It serves to augment the illuminative data, or interviews, which were subjected to a member check for credibility. Thus, the rationale for patterns is established. Data which do not fall into a pattern are labelled as idiosyncracies.

Findings

Parents

When a social unit views a woman as inferior, a woman will begin to view herself as a subordinate. Parents form the foundational social unit for the incubation of self-worth. An examination of this foundation, then, is central to the purpose of the study: to evaluate middle-aged female students' perceptions of the effect on self-worth of the support received from parents and spouses or significant others. In this light, then, it must be noted that self-worth is an attitude developed through two paths: experience and learning. Of the 15 middle-aged female students examined within the community college setting, only one (7 percent) of the respondents in the interview and questionnaire portions of the study perceived positive self-worth from their parents during their early years. This was, therefore, an idiosyncracy in the data. The 93 percent who labelled their experiences with parents negative did, however, form a pattern. Embedded within their perceptions were the triad of (a) subordination, (b) loneliness, and (c) alienation.

Subordination

Subordination of daughters by parents is a recurring theme that was initiated during early childhood. Subordination diminishes a female child's self-worth through the minimalization of her ideas and accomplishments. As an adult, that same subordination continues to demean accomplishments and status. As evidenced by the following information-rich cases, subordination is a conscious ploy to minimize females within families. A 34-year old computer information sys-

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tems major evaluates her experiences:

"I'm a little touchy on my family. As a child, you're always looking for acceptance. You want your parents to be proud. It makes you feel as if you can accomplish something. I'm the youngest of three, and the only female. Our family is Italian. It was one of those family situations where you were taught never to talk back. My dad would give "the look" at the dinner table. And you knew: say no more. My brothers could stand on their heads at the dinner table and that was fine, but if I spoke out turn, that was it." (R13)

The foundation for perceptions of self-worth is set early. Reality is a construct of perception. As time goes on, the effect of this minimalization is evidenced by everyday struggles, according to a 42-year old communication major:

"I force myself to do everything. Because of my ethnic background, I was never allowed to do things. I didn't have many friends, no view of the world. So as an adult, everybody causes fear for me. I don't know what to expect. The fear is always present. In high school, I had problems at home: parental conflict, ethnic things. Friends were never allowed to come over. Because of my mom . . . another person in the house . . . it was upsetting her household. I was an only child, overprotected. I didn't have the help at home." (R14)

With the onset of elementary school, a conscious questioning of subordination was initiated. One 30-year-old respondent, an industrial technology major, recalls her parents allowing her to be "dumped" into special education classes:

"They put me in special classes for the mentally handicapped because I had scoliosis. I thought I couldn't do anything. I thought I was dumb. Since I do have a learning disability in spelling, it was real convenient for them to put me there. I don't think I'm really over that. I think I'm still experimenting. That's why it's [college] is so important for me. In these special classes, I'd show up once in a while and take a test. They were so easy because they were classes for the mildly mentally handicapped. I was also a discipline problem because I didn't come to school. Mom didn't get home until 5:30 p.m. So the faculty left for the day. If they needed a note, my mom had multiple sclerosis, so I would write the note, and my friend would shake the table." (R8)

A 42-year-old restaurant, hotel and institutional management major acknowledges her situation:

"In parochial school, math was always horrible for me. I was an only child. My parents always dressed me well because I was an only child. My old dresses were sent to missions. I had a fear of math and was not excelling. There were 50 or 60 in a class. My dad always got so angry with me about math. Hitting me. Smoking. Getting so mad he would burn a hole in the couch. I suppose it had quite an influence upon me." (R4)

For most, high school experiences also did not provide these women with any impetus toward self-worth. The subordination only created more instability. A 31-year-old criminology major articulates:

"I hated high school. I was sent from school to school. At 10th grade, I dropped out of school, found a job, and moved. When you're young, you make a lot of mistakes. It takes a long time before you realize the mistakes you've . . . if I would have listened to my mom. But when parents say, "No" . . . a lot of problems at home." (R15)

Once the respondents entered college, the polarization of their perceptions of self-worth initiated. At home, self-worth is not nurtured. Yet, at college, self-worth is encouraged. The respondents expressed a bitterness toward their parents for undermining their lives, especially their academic lives. One respondent, 35-year-old restaurant, hotel, and institutional management student, relates the desire for revenge she felt:

"My dad was an alcoholic. Sometimes I think of myself as less than what I am. But I keep trying to tell myself, "You can do it." I knew when I walked out of a math test I did good on, I couldn't sleep. I was so anxious to see the test scores. I think because of the way my classes went in grammar and high school. Not well. And my dad always said, "You're so stupid, you stink." I would like to, after I pass the math test, dig a hole in his grave and put the test in there. I wanted to come to college after high school, but he wouldn't pay. I even had an art portfolio." (R1)

A 32-year-old respondent majoring in

psychology states:

"When you are raised with alcoholics, you're not going to have a lot of positives in your life. My mother told me I'm not good for anything. That's the way I was raised. I need approval for everything. My mother never once mentioned college to me. She thought I'd be in jail by now. She hasn't been real encouraging since I've been back in school – the witch." (R3)

As revealed by the respondents, subordination follows an age-related time continuum. As the daughters age, subordination shifts from personal to situational circumstances. The subordination is personal when the girl's only role is daughter. As she takes on additional roles, the shift occurs. The other situations, i.e. roles, she takes on become the objects of subordination. As a woman, then, those roles she takes on outside the parameters of parental acceptance become the targets of subordination.

Loneliness

Respondents indicate perceptions of loneliness (no parental emotional support), both as children and as adults. That sense of loneliness has really never dissipated, but has really shifted from a purely negative influence to a bitter motivation. This is the perception of a 33-year-old communications major:

"Elementary school was hard for me. My mom was never around. Her father was dying of cancer. My memories are of always being alone. This is where my need for success comes from. My parents always got good notes from the teachers. But my parents never acknowledged anything. I was always self-motivated because I had to do it on my own. I took a course on relaxation a couple of years ago. I learned the best thing to do with fears is to ask what's the worse that can happen? And there was nothing I couldn't handle. Now I'm living my biggest fear. I have no money. I've accepted it. This is what happened. I wasn't growing. No one could be themselves. Now I'm alone and responsible for three kids, and I'm alright. In my fears, I tapped into something I never used before: inner strength. You don't realize how much inner strength you have until you look for it." (R12)

It is this discovery of inner strength that provides the impetus for survival and success. The loneliness forced this to occur. Feelings of self-worth, then, followed.

Alienation

Alienation of daughters by parents can take many forms, from ignoring significant events in their daughters' lives, to overt hatred, to sabotaging academic success. A 30-year-old industrial technology student describes her mother's typical silence:

"With my mom, if I want to do it, it's fine with her. She'll say to me, "How was school today?" My response has always been, "Fine." She'll ask and remain perfectly quiet. I get no feedback, no advice. My sisters just don't care." (R8)

Another woman, a 30-year-old international studies major, explains the hate she experiences:

"A lot of it has to do with this. I never had parents who went to college. Kids in the neighborhood never went to college. My only exposure was when I worked with Jewish people in 1983-84. Bottom line is, whenever I've done something good, people have hated my guts. I think when you [are] in an environment of non-professional people, they hate you. They find it threatening. When you come from a background where people are not well educated, there's that blue collar attitude. Mom thinks it's great [said with sarcasm]. Before she could only say her daughter was crazy. Now she can say, "My daughter is on the Dean's List." Pride. Mother redeemed herself [said with sarcasm]." (R11)

A middle-aged woman who takes on the role of student is not exhibiting age-appropriate behavior. This woman, a 49-year-old sociology student, speaks of her frustration with this societal norm:

"I haven't learned to feel right with something being just right for me. I'm still justifying going to school. The longer I'm here, the more I shouldn't feel that. I'm old. I don't have the time. Way more responsibility than an 18-year-old. I found it harder to study at times, I find it hard to find the privacy to study. I have a card table next to the furnace, and they [family] still find me." (R10)

In 1992, women should not be "justifying," to themselves or anyone else, the decision for furthering education. Yet, because of self-worth never being nurtured, the questioning and guilt continue to thrive.

"The subordination is personal when the girl's only role is daughter."

> "Clarity in communication is also lacking between many middle-age women and their spouses or significant others."

Spouse or Significant Other

When any individual is involved in a push-pull relationship between another and self, there is no movement for either. There is stagnation, or in best light, very little but very painful growth. There is a constant dissonance. In this type of relationship, especially within the social orientation of woman and spouse or significant other, self-worth diminishes. This issue is central to the purpose of the study. Out of 15 respondents, 14 (93 percent) are in relationships that subordinate the self as derived from the interview and questionnaire portions of the study. This forms a pattern. The one (7 percent) respondent who is not diminished by her spouse represents an idiosyncracy in the data. The pattern, though flows into four areas of dissonance: (a) discomfort, (b) ambivalence, (c) lack of communication, and (d) hostility.

Discomfort

At its lowest degree, the dissonance is perceived by respondents as discomfort between the middle-aged woman and her spouse or significant other. An example of this is given by a 35-year-old restaurant, hotel and institutional management major:

"My significant other I feels uncomfortable around me. He says his reading isn't so hot. I just try to tell him to be himself. I've always been a bookworm. I think this too makes him feel uncomfortable." (R1)

Reading, the staple of academia, is their major area of contention.

Ambivalence

Ambivalence is a strong way to deny the middle-aged woman's change in role status. A 32-year-old psychology major articulates this:

"My husband could care less one way or the other. He hasn't shown any positive or negative. He's worried about the money." (R3)

In her husband's mind, there has been no change of status. He has depersonalized the entire situation by emphasizing concern for the money alone.

Lack of Communication

For the majority of women, there is (a) no communication, (b) no clarity in communication, and/or (c) spurts of volatile communication with their spouses or significant others. A 30-year-old management student describes the lack of communication between her and her spouse:

"My husband is supportive for the most part. He still isn't getting the message I need help. He isn't hearing me. I can't do all the things I did at home and this too. He won't help me study. He says he will, and then he doesn't. I think he's jealous. He's a lot more intelligent than me. He should be the one going back to school. But he has no ambition. One of his biggest faults is that he doesn't finish things he starts. I do when I want to. There's the source of jealousy." (R)

Clarity in communication is also lacking between many middle-age women and their spouses or significant others. This usually takes the form of mixed messages as this 30-year-old industrial technology student describes:

"I've been seeing my significant other for 2 1/2 years. He says he wants me to finish, but I think he sees a good job at the end. When he gets mad, it's, "Oh, Yah, you're the big college student." I'll start talking about a project, and he'll cut me off. Yet, he always wants me to do well." (R8)

The positive recognition from the other is situational and self-centered: positive messages only when he thinks of the extra income for him, and negative messages when she articulates her successes that don't involve him. The woman's actions are quickly minimized.

Hostility

The majority of the middle-aged women report either outright hostility or underlying hostility from their husbands or significant others. The hostility is grounded in jealousy. The perceptions of a 50-year-old psychology major relate this concept:

"My husband is "very encouraging" [sarcasm evident in her voice]. I still have to push harder on him. I have to sit down once in awhile and point out responsibilities I have and all the free time he has. My daughter's student loan was dropped. I had to talk to the banker. He said we had bad credit. The car payment was late. The banker said, "Can you tell me why?" I probably put it off because of research papers, etc. The banker said, "Write a note and explain it to me." This was a life or

death situation. My husband's boss called and everything was OK. My husband said, "Why didn't you pay it?" I said, "From now on, you pay them [bills], so when it hits the fan, it's in your face, not mine." So with him, I have to keep restructuring my life with him." (R2)

The respondent must be subtly driven to drastic, overt, action before any communication occurs. Another aspect of hostility embedded within communication is sabotage of the situation, rather than the woman directly. A 62-year-old psychology major remembers:

"My husband was typical of the situation that I could never do anything right. At work it was the same. It was futile in both situations to be positive about anything. When my husband and I separated, I had no memory. I had a difficult time even remembering my name. So I disappeared into the sunset." (R7)

Another woman, a 33-year-old communications student, recalls:

"Too much distraction. My CP child always needed changing. My husband would come home and expect dinner ready, the house clean, and kids quiet. He brought chaos home with him, though. By the time the kids got to bed, etc., I was exhausted." (R12)

This shift in emphasis from the woman to the situation is a very clever and conscious move by the spouse. It places the husband well within his perceived, archaic parameters of spousal "right." The men can then, without guilt, continue to subordinate women.

Conclusion

The paradox that riddles middle age women attending community colleges in their quest for self-worth is continuing. Frieze et al wrote in 1978, "Societal attitudes toward those roles appropriate to women have been undergoing great changes" (p. 140). Yet, the panacea of feminist equality that has forced itself into the conscious of the American public has failed to provide this population, inside the realities of home and college, with relief from false assumptions that blur middle-aged women's capacity to discover the beauty of self-worth, and to nurture that worth into fulfillment. These women are still the "inessential others" (de Beauvoir, 1953). The undermining of self-worth, as reported in this research, is driven by dual issues: (a) a generational backlash, and (b) a shift in roles. Both are salient issues in the understanding of this population and their perceptions of self-worth because "a woman's experience cannot be assessed apart from the context in which she has lived" (McGoldrick,et al, 1989, p. 90). Both work together to establish a no-win state of polarization.

The generational backlash experienced by the women stems from their parents. The parents are a social group. They, therefore, create the rules, or norms, and then apply the tenets to their daughters. These parents strongly held the tenets of a prefeminist society:

(a) women should exhibit only a narrow range of behavior with minimal functioning; and

(b) the dominant parent will extend the luxury of education (i.e., role of student) to a daughter if it is within the dominant parent's immediate interest.

These tenets subordinate daughters so the parents may have social control . . . even of their adult daughters. These are also the guidelines used for behavior evaluation. The backlash, then, occurs when women are shaped by these inhibiting sanctions, and then must live and compete in a society who holds these tenets as false assumptions. Therefore, there is continual waxing and waning of self-worth. It is an unending pounding because parental influence outweighs all other social influences (Bernard, 1981). Also, "when women are effectively stigmatized, that reinforces their overall subordination and makes it more difficult to achieve desired goals" (Schur, 1984). At the college, these false assumptions that have inhibited growth are being challenged through formal education. Thus, an internal paradox is created.

In addition to backlash, the woman's shift in roles is also a salient issue embedded within the paradox. When a woman becomes a student, there is a major role shift. The new behaviors must be adjusted to fit the patterns of already existing roles. If the new role and old roles are dichotomous or outside the parameters of proscribed roles, frustration will be near intolerable. This transition can also be complicated if parents and spouses or significant others refuse to recognize or ac-

"The respondent must be subtly driven to drastic, overt action before any communication occurs."

"Negative experiences will generate low self-worth."

cept the status change. This change is interpreted by parents, spouses, and significant others as a threat to either social status or economic conditions. Because of the threat generated, the daughter must be "punished." Subordination is this punishment. A hostile environment, then, does not facilitate learning. Hostility itself, passive or active, can be attributed to jealousy and fear. The jealousy revolves around the female student's opportunity to grow. The fear is embedded in the growth/change issue: "Will she grow beyond me? Will she change so much that I will be left?" These are very real questions to the parents and spouses or significant others. Under investigation are wife, homemaker, mother and worker. The role of student is outside that parameter. The woman, then, has two choices: (a) stagnate, or (b) be labelled deviant. Sociologists have extended the definition of deviancy to include "informal processes of routine social interaction through which individuals may be personally discredited . . ." (Schur, 1984, p. 3). This study provides justification for the extension. Indeed, either state creates a constant dissonance with self that diminishes worth.

How strong is the minimalization of female self-worth as perpetuated by the sociocultural environment? Frieze et al (1978) discussed several clinical cases in which male infants were born without developed male genitalia. The parents chose to have the child's sex reassigned. The parents then raised the child as a girl. The child adopted a female gender role. According to Frieze, "the effect of rearing is so strong that it can and does override, for the most part, the effects of these biological factors if it is established at a young age" (p. 90). If the sociocultural environment holds the power of control over physiological factors, then the sociocultural environment is very capable of the social control of self-worth. Additionally, experience is the basis of adult perception. Negative experiences will generate low self-worth.

However, Eliou (1987) has concluded that sex role stereotypes and inequalities are diminishing because of the pressures of social forces. It is evident from the research presented here that this does not hold true for middle-aged females attending community colleges. Their parents and their spouses or significant others have not abandoned the old social norms that are not recognized as false assumptions that insulate the archaic beliefs. This is an extremely fragile situation of constant dissonance. The social shift has not occurred for these women. It is very difficult, then, for women to experience worth within this paradoxical environment. Therefore, the woman herself must move on and build a new, clear, and positive foundation for self-worth. In order to have a strong sense of self-worth, middle-aged women in community colleges must (a) recognize the false assumptions their parents and spouses or significant others perpetuate; b) reject those false assumptions; and (c) revitalize their self-worth through positive thoughts and actions.

Self-worth is a resilient characteristic that can survive even the strongest of generational backlash, or role shift. Conway (1989) identified nurturing of self-worth as a social problem that would require resolution for women in the 21st Century. The 21st Century will be much too late for middle-aged women currently enrolled in community colleges.

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MENTORING IN BUSINESS AND INDUSTRY: Applications to women in community colleges

Dr. Gaye Luna and Dr. Deborah L. Cullen

Reality – women are changing the fabric of the work force. The National Commission on Working Women (1989) reported that 51.7 million women ages 16 to 64 were either employed in business and industry or looking for work in 1988. One year later, the number had increased to 56 million women (National Commission 1990). This same commission reported that 20 percent of managerial positions were held by women in 1990. And though this statistic is historically encouraging, research shows that climbing the career ladder is troublesome for women.

For example, a recent survey based on a national sample of both large and small organizations found that over 50 percent of companies experienced moderate to great difficulty in attracting and retaining women managers (Rosen, Miguel, and Pierce 1989). Over 65 percent of these companies noted the absence of mentors as a major problem encountered by female workers. In 1991, the authors conducted a research study which looked at the following questions related to women managers and mentoring: (1) What is mentoring? (2) What can we learn from women managers in regard to mentoring? (3) What can organizations do for female leadership development within the work environment? To begin, let's listen to one businesswoman's story:

"When I got out of college in the middle of a bad recession, there were no jobs. I had an undergraduate degree in teaching with a master's in linguistics. I couldn't type; I couldn't get a job." Fortunately for Margaret, she found a job in business and was mentored by a male boss who assisted her in what she considered her two weakest areas – self- assurance and risk taking. Margaret stated that her mentor provided opportunities for exposure and visibility and helped her understand and manage "the control factor," what she described as "everything in corporate America, everything in the work place being power-oriented – who has power, who doesn't have power; who is empowered, who isn't empowered." Margaret characterized her mentor as having a "high enough level of confidence in himself that he wasn't threatened by my success." And yes, Margaret credited her mentoring experiences to her growth in the company including her current position as vice president.

What is Mentoring?

How can one define mentoring and what role does it have in an organization? The term "mentoring" has been presented in a variety of frameworks, depending on the type of organization, the mentor, and the protégé. Mentoring focuses primarily on career development (Cameron; Kram and Isabella; Levinson; McNeer; Speizer; Williams; Wright and Wright). In studies of male executives, most men could identify a mentor who had encouraged a positive, professional alliance and had influenced the protégé's career development. Researchers have devoted little research time to the mentoring phenomenon of the female gender, and the research which exists is not clearly conceptualized or conclusive.

Specifically, mentoring in a business setting is the sharing of knowledge and experiences of socio-cultural, political, and ethical dimensions within the work environment. The mentoring relationship is generally between an experienced and accomplished senior professional and a junior employee and focuses on aspects within the business which are necessary for career growth. These aspects include knowledge of the corporate culture,which is supported by such things as institu-

"Margaret credited her mentoring experiences to her growth in the company including her current position as vice president."

tional mission and goals, managerial style, leadership within the business, the level and the degree which people within the company communicate, and the quality of work relationships (Dalton, Thompson, and Price; Eberspacher and Sisler; Merriam; Shapiro, Haseltine, Rowe; and Zey).

Overall, knowledge and understanding of the complexities within the business can be shared by a mentor, and it is this complex setting which promotes and, at the same time, precludes the mentoring of younger managers. Not surprisingly, business people and researchers urge individuals to seek mentors, and this indeed may be good advice for all professional women who face obstacles in advancing on the organizational ladder.

Learning from the Experiences of Women Managers

Though most research addresses the benefits of mentoring in early and middle career stages, women managers in late-career stages point out that mentoring is important for their continued growth within a company. In the 1991 study, 27 senior-ranking women in mid- and late-career stages in large companies were interviewed on their mentoring experiences. Twenty-four of the executive women noted at least one mentor in their careers, with 21 of the women stating that their mentors were bosses within the company. Only five of these 20 women stated that female superiors had been their mentors. Although women more likely believe that effort and task accomplishment lead to valued outcomes and therefore advancement (Nieva and Gutek), all the women managers interviewed believed that mentoring in the business environment is critical if women are to climb the career ladder.

As one of the most important aspects of professional development and as part of conscious career pathing, mentoring was seen as that guidepost to the top. As one business woman explained, "Having a mentor, either in the formal or informal sense, is critical. Mentors can use their knowledge to help counsel a specific employee on what would be the best career path perhaps to take, given that individual's background or desires. A mentor can lead a person into areas that would not normally be considered, rounding out some of the rough spots." And a different woman manager, in lamenting the small percentage of females in high executive positions, stated that "without the opportunity of being mentored, there's that proverbial glass ceiling – which is more like lead."

What Does Good Mentoring Look Like?

According to the women managers interviewed in the 1991 study, the most important activity or function of a mentor was *coaching*, which includes teaching the "ropes" and providing direct, job-related input into the protégé's performance. The second most important activity was *sponsorship*. Sponsorship involves opening doors, exposing the individual to a variety of opportunities, and utilizing connections that will support the protégé's career advancement. More specifically, female managers said that women need the opportunity to learn management skills, join winning teams, and develop useful contacts.

Research points out that coaching and sponsorship are the first levels of mentoring activity which support the career development of a junior colleague. The women managers in the study pronounced these levels as minimum for mentoring to be useful. The businesswomen felt that mentors need to possess certain important characteristics to be of benefit to a protégé. Their comments support the following research findings of characteristics of a good mentor: (1) sharing and counseling traits, (2) knowledge of the organization and the people in it, (3) respect from peers in the organization, (4) knowledge of the use of power, (5) organizational power of the mentor, and (6) upward mobility of the mentor (Roche 1979).

Women managers also stated that in order for mentoring to be fully beneficial it must include what are known as psychosocial functions – those aspects of a mentoring relationship which address personal issues of self-worth and self-identity (male managers have rated this aspect of mentoring less important to their careers). Furthermore, female managers emphasized the significance of nurturing and teaching within the mentoring process, concepts mentioned less frequently by male protégés.

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Benefits to the Community Colleges

Although mentoring requires commitment and time, the benefits to community colleges can be numerous. One woman manager explained her belief that there is a direct link between the success of a particular organization and mentoring. She stated that "it is a philosophy about people and how important they are. If you have women who are interested in developing, learning, growing, changing . . . they are just going to make sure that the company is that much better – this is where mentoring assists in the process. If you have motivated managers, it doesn't matter whether you are running a hospital, a bank, or an airline. Anybody who is that motivated will know more, will be in on more, and will have more opportunities to have an impact on the organization. This is where mentoring assists in business success and is part of total quality management." Research reports that women protégés who develop mentoring relationships grow more professionally than those who do not. These outcomes in turn can benefit the organization, such as a community college.

On the other hand, mentors gain satisfaction from assisting junior colleagues; that is, mentors are stimulated by the ideas of bright and creative protégés and therefore their own managerial skills are improved. Erik H. Erikson's concept of "generativity" – the desire to leave part of oneself to the next generation and create a legacy by assisting in the growth of another individual – is evident in many comments by both female and male senior mentors. Moreover, senior mentors recognize the value of their own mentoring experiences within their careers and wish to reflect and share knowledge and experiences with young professionals. Such actions support a degree of mutuality, where both mentor and protégé are the receivers of mentoring benefits.

In regard to institutional advancement, mentoring plays a vital role in future organizational leadership – the development of leadership potential is strengthened with the cultivation of capable junior colleagues. Mentoring can be an *opportunity and challenge* to assist in the career and psychosocial development of junior colleagues. Women who have experienced mentoring activity say that they feel they can succeed and thus choose careers instead of jobs, thereby committing to an institution for a longer period of time. Additionally, improved performance within a work group has been found with the existence of mentor relationships. Then, too, some authors point out that the implementation and support of formally sponsored mentoring programs may ensure that discrimination against women does not occur.

Problems Facing Mentoring

Women managers in the 1991 study agreed that business in general does not clearly understand the concept of mentoring, lacks knowledge of its appropriateness, fails to comprehend the benefits to the organization, and does not perceive the barriers to the establishment of mentoring activities or programs. As one female vice president's comment illustrates, "If you do not understand the value of mentoring, then you are left to have just a 'machine tooled shop'." Businesswomen listed time, lack of information and training, and institutional barriers (economical and political) as the primary obstacles to the mentoring of young managers.

And though the women managers interviewed believed that the "old boys' club" is the most influential and traditional form of mentoring, they acknowledge that women in management who are offered the opportunity to join the "club" often do not have the social and cultural skills needed to integrate. These women managers cited the lack of team experiences and healthy competition and rivalry in sports as young girls as part of the problem. Moreover, the women managers interviewed in the study recognized that politics and power generally tend to be intimidating to new women managers. In this sense, women felt that mentoring needs to include knowledge of and exposure to the power and authority levels within an organization. As one woman admitted, "One of the biggest barriers is not knowing how to get through the power structure." These same problems exist for women in community college institutions.

Applications to the Community College

With positive experiences and lessons

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> "With increasing opportunities for women in education, the need for mentoring programs grows."

from business and industry, community college educators and administrators can develop programs which will assist in the development of women professionals. In studying mentoring in the work environment, Kram (186) suggested that:

"Educational programs can increase understanding of mentoring and its role in career development and create a learning context in which relationship skills and positive attitudes toward mentoring can be developed. In addition to enhancing knowledge, skills, and attitudes, effective education can change the culture of an organization by reinforcing new values that give priority to relationship-building activities."

Kram (183) developed a conceptual framework of the career functions (i.e., sponsorship, coaching, protection, exposure, and challenging work) and psychosocial functions (i.e., role modeling, counseling, acceptance and confirmation, and friendship) of mentoring with applications to community college women. An awareness and sensitivity to Kram's hierarchy of mentoring functions can lead to the implementation of a mentoring program in the work setting. Kram (183) suggested that the following four steps be taken in developing such a program:

1. Define a population for whom relationships should be established. Invite potential mentors and protégés to help define the criteria for matching pairs and the process for doing so.

2. Collect data on potential participants that are needed to maximize an effective matching process (such as career goals, performance records, developmental needs).

3. Assign juniors and seniors to each other or foster a voluntary selection process. Provide guidelines on goals of the program, role expectations, and staff support services, and encourage participation in relevant educational offerings.

4. Set up monitoring procedures for providing feedback to the organization concerning how the program affects employee development over time.

Moreover, community colleges should consider institutionalizing the following recommendations in support of mentoring programs for women:

1. The institution should consider issuing a policy statement which reflects the institution's advocacy of mentoring and states the responsibility of colleagues to provide helping resources to women professionals. This step also legitimizes mentoring as important to the institution.

2. The institution should consider raising campus awareness about the importance of mentoring by using such strategies as issuing public information communiqués, including mentoring as an agenda item for meetings, and sending information to governing boards on a regular basis. Recognition of mentor-protégé relationships should be highlighted frequently.

3. The institution should consider including the development of women colleagues in the overall evaluation of the college and its divisions and departments.

4. The institution should consider establishing training workshops or programs in which mentors learn how to effectively utilize resources to help protégés grow professionally.

5. The institution should consider including all personnel in mentoring – support staff, faculty, administrators, and even governing board members. Mentoring activities and programs should be considered a collaborative, collective effort.

Mentoring and the Role of Community Colleges

Can mentoring support and contribute to organizational objectives and to the professional growth of women workers? Women managers in business and industry say "Yes." With increasing opportunities for women in education, the need for mentoring programs grows. Academic institutions can look to the success of business and industry and develop strategies for women community college professionals.

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LAKOTA WOMAN

Mary Crow Dog, Grove Weidenfeld Publishing, 1990
Reviewed by Dr. *Pamila Fisher*, AAWCJC Vice President for Professional Development; Chancellor, Yosemite Community College District, Modesto, California

It is ironic that over the Thanksgiving holidays I read a powerful book which reminded me, again, why many Native Americans do not feel like celebrating Thanksgiving or Columbus Day. This book is **Lakota Woman**. The author of this autobiography is Mary Crow Dog, a 37-year old woman raised on the Rosebud Reservation in South Dakota. This insightful book should be read by everyone interested in increasing their multicultural awareness. Her story is told with such candor and self-revelation that her credibility overcomes any tendency to think that she is too subjective.

Instead, she captivates you from the beginning as well as any novelist possibly could. As you read eyewitness accounts of events you've heard of, and others you haven't, you are constantly struck by the awesome fact that this is a true story that took place in our country and in our lifetime. From catastrophic experiences in an Indian Boarding School run by nuns, to membership in AIM (American Indian Movement), to giving birth during the siege at Wounded Knee, Mary is both human and heroine. Perhaps most revealing are the intergenerational and intertribal struggles she describes that occur between bloods and breeds, terms that most of us do not accurately define.

Although she may not have intended it, there is a particular message here for white women. In the struggle to save one's people, women may choose not to put themselves first. There may be times when the priorities of women of color may have to be different from their white sisters. Nevertheless, we share many of the same concerns and values. "Sisterhood" requires that we support each other and work together. We can do that only when we truly understand each other. Women of color will have to be willing to help white women understand. White women will have to be willing to listen.

Mary Crow Dog has shared historical, cultural, and intimate ideas and thoughts. We should read her. We should listen.

BOOK REVIEW

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WOMEN LEADERS ARE READERS

Signe M. Kastberg

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I began this project while Director of the Continuing Education Division at Champlain College in Burlington, Vermont. I want to thank the President of Champlain College, Dr. **Roger Perry**, who acted as my mentor on this project and provided me with the time and financial resources I needed to be a participant in the National Institute for Leadership Development (NILD) and to cover the initial costs of this project. I also want to thank the staff of the Continuing Education Division at Champlain for their efforts in assisting me in getting the survey printed, stuffed, labeled, and out the door. Thanks also to **Carolyn Desjardins**, Executive Director of NILD, for her encouragement, for the partial scholarship support which enabled me to attend NILD in Hartford in 1991, and for supplying me with a mailing list of women CEO's at community, technical, and junior colleges. Finally, thanks to the reference librarians and technical support staff at the University of Rochester's Rush Rhees Library, who allowed me to monopolize their only computerized version of Books in Print for hours at a time.

Background

Being a chief executive officer at an institution of higher learning in the 1990's is an increasingly complex role. I had the privilege of hearing a panel of women college presidents speak in March 1992 at the annual conference of the National Association for Women in Education (NAWE). The five panelists, representing different sizes and types of institutions, characterized the challenges of the presidency along a continuum ranging from "exciting" to "challenging" to "really awful." One panelist, as I recall, stated that one result of her role was that she could now cook a really good dinner for her family in 20 minutes. Others took a more generous view of the role, but agreed that it was becoming increasingly difficult to fulfill the various duties of chief executive, visionary leader, published academician, charismatic fund-raiser, focused businessperson, student advocate, and faculty motivator.

Much has been written in the past few years on the increasing number of women who assume college presidencies. The June 8,1992, issue of Higher Education & National Affairs featured a front-page article entitled, "More Women Leading Higher Ed Institutions." This piece detailed the considerable progress made from 1975, when only 148 women were college CEO's, to 1992, when 348 women CEO's were counted. (This represents 136 women CEO's at two-year colleges, and 212 at four-year institutions.) According to this article, "Women now comprise 12 percent of the chief executives heading the approximately 3,000 regionally accredited institutions." The Association of American Colleges' publication, *On Campus With Women*, stated that, "between 1975 and 1989, the number of college and university presidents more than doubled." The increase was greater in public than in private institutions; the latter historically populated by a concentration of women college presidents with religious affiliations.

The NAWE panel and the publicity about women college presidents caused me to think about the CEO role in the institutions of the 1990s and how women are able not only to achieve it, survive it, and even to thrive on it. In thinking about the enormous time demands of the position, I thought of how my own life might change if I, one day, became a college president. For many women in the presidency, it appears that the role becomes their life. The on-duty day begins early and ends late; starting with early breakfast meetings, through evening trustee meetings, multiple public appearances on weekends and calls in the middle of the night from physical plant or security. Private time is at a premium.

If I took on such on role, I would anticipate the loss of a regenerative activity: reading. Reading is a valuable tool of lifelong learning, a method of retaining currency in one's field of academic endeavor, an entertainment or escape, and an ex-

"Reading is a valuable tool of lifelong learning, a method of retaining currency in one's field of academic endeavor . . ."

ploration of new worlds, a way of finding assistance with the crises that unfold in life's daily drama. And, I enjoy conversing with friends and colleagues about our readings.

An article in the May 25, 1992, issue of *Adult & Continuing Education Today* suggests that women in general are more literate than men: contrary to comic strip portrayals, women are more often newspaper readers than men and are 12 percent more likely to buy a book; women purchase 57 percent of all books. Reading choices, however, are the critical question. I decided to find out for myself what women CEO's read, if anything. Given the limitations on their time, I felt that the results of such a study would be illuminating . . . and indeed they were. But first, some notes on methodology.

Methodology

I obtained two mailing lists; one from NILD and one from the American Council on Education's Office Women in Higher Education (OWHE). The NILD list contained 176 names, primarily for CEO's at two-year community, technical, and junior colleges; and the OWHE list, representing four-year colleges and universities, contained 270 names (after eliminating duplicates with the NILD list). A cover letter explaining the study and a brief survey form went out to all 446 CEO's in June 1992. Responses began to arrive almost immediately – I loved opening the mail and devouring the results! After eliminating "bad returns" – wrong addresses, persons no longer in the CEO position, college closed (financial duress), and person not available (vacation) – I was left with 58 responses. This represented a respectable overall return rate of 13 percent. Interestingly, this rate of return was identical for both the NILD and OWHE lists. Only one individual indicated that I did not have her permission to use her responses in my report, thus leaving 57 usable (and thorough) responses.

Respondents represented 30 states across the country and a variety of positions. I used the definition of "president" or CEO which was implemented by Touchton and Davis in the *Factbook on Women in Higher Education*, which defines the president as any person serving as chief executive officer of a system, institution or campus. The respondent group included 41 women with the title of President, three Chancellors, three Provosts, and five whose titles were either Dean, Vice President, Director, or Campus Director (or a combination of titles).

The questions on the survey were as follows:

1. What is your all-time favorite non-fiction book?
2. What is your all-time favorite fiction book?
3. What is your favorite non-fiction book which you have read in the past year?
4. What is your favorite fiction book which you have read in the past year?
5. Are there any other publications (periodicals, journals, etc.) which you feel have been particularly important to your personal and professional development? Please name them, and briefly state how they are useful to you.

For question #1 and #2, only one slot each was provided for a response; for questions #3 and #4, three slots were provided for each question. Open space was left for question #5, and I invited respondents to record any additional comments on the reverse of the page.

I struggled with word choice in these questions, and settled on the term "favorite" because I felt it conveyed the least of my own biases to the respondents. However, this was clearly a problematic term for some, and they told me about it. One individual, who chose not to complete the survey, instead sent me a succinct letter stating, "While I read all the time, it is rarely fiction, and I do not have favorites." Some wrestled with the question because as they said, they could not choose *one* favorite and thus listed none. Others faced this challenge by entering as many as they felt moved to. Another respondent contributed to my understanding by listing books which she said were "important, but not necessarily my favorites." The difficulty of choosing "favorites" when one likes certain books for certain reasons and other books for other reasons also underscored my understanding of reading to fulfill different needs: to gain new knowledge, to remain current in one's field, to relax or escape, and so on. It is interesting to note that many people who could not specify "favorites" in one

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> "Interestingly, respondents listed a greater number of non-fiction works read in the past year than fiction works."

category – such as fiction – were able to list one or more "favorites" in another category.

The responses for each question per respondent varied from zero to seven. For purposes of staying within my database structure, I typically recorded the first four responses given for each question. I corroborated titles and authors using the standard reference, *Books in Print*. For purposes of clarity in this report, I did not include responses which I was unable to verify as accurate (even after some detective work in the stacks of the library).

Reading Choices: Non-Fiction

The all-time favorite non-fiction books selected by the respondents, listed in Table 1, show the broad spectrum of responses. The most-often mentioned titles, shown in bold type, also effectively illustrate the categories into which most responses fell: spirituality, philosophy, management, feminism, and existentialism (my categories). Missing here, but appearing prominently in the lists that follow is the category of specific academic discipline of the reader. Although there were no clear majorities on any questions, the *Bible* was, not surprisingly, selected by many readers in more than one category. One reader commented that she recognized that some viewed the *Bible* as a work of fiction or of great literature (she saw it as non-fiction).

Table 2 lists the most-often mentioned non-fiction books respondents read during the 12 months preceding the survey; roughly June 1991 through May 1992. *The 7 Habits of Highly Effective People* was a clear favorite, selected by 12 percent of the respondents; *Principle-Centered Leadership* also appeared frequently, making Stephen Covey an exceptionally popular author with women CEO's at our institutions of higher learning. Table 3 contains the full list of non-fiction books selected in response to question #3; a list full of variety and rich reading suggestions. Interestingly, respondents listed a greater number of non-fiction works read in the past year than fiction works.

Reading Choices: Fiction

The respondents showed a decided preference for modern-era (20th century) classics in their all-time favorite fiction selections. Table 4 is a complete list of the all-time favorite fiction works, with the most-often mentioned favorites shown in bold type. A very impressive list!

For fiction favorites of the past year, respondents listed a wide-ranging array. Table 5 shows the most-often mentioned of the past year's choice. Readers were enchanted with the works of Amy Tan and Toni Morrison, who were, by far, the most popular authors with *The Joy Luck Club* and *The Kitchen God's Wife* for Tan, and *Beloved* and *Jazz* for Morrison. The full list of past-year favorite fiction is included in Table 6.

In commenting on their fiction selections, a number of respondents alluded to the fact that they were reading for relaxation, escape, recreation--and depending on their choices, they typically did not recall or record the titles or authors of what they considered to be "junk" novels. One respondent referred to such books as "quick mystery distractors." Another echoed the sentiment voiced by several: "I've only read 'garbage' and don't remember titles."

Respondents often explained why they had no entries in the section regarding past-year reading. As one campus director noted, "I'm in a doctoral program and don't read much of anything 'for fun'." Another mentioned "not much time for fiction" apparently showing her decided preference for non-fiction works. Similarly, one said, "I routinely read 5-10 newspapers daily and rarely read books." A particularly resonant statement, "I haven't read fiction this year – first year in a new presidency" was reiterated by others; one in particular who, in response to my cover-letter assertion that "women leaders are readers" noted: "not in *my* experience as a Dean!" Echoing this sentiment, another president said, "When you READ memos, reports, professional reports all day, it's hard to get motivated to do *more* reading as leisure."

Other Publications

Respondents' choice of other publications which they found important is reflective of their fiction and non-fiction reading choices. Table 7 gives a full listing of the periodicals, journals, and news magazines which readers mentioned. Again, these fall into similar categories: academic areas, management, philosophy, feminism, spirituality. Table 8 lists

those items which were most often mentioned. By far the single most important "other" publication was the *Chronicle of Higher Education*, listed by 33 percent of respondents as critical in keeping abreast of higher education trends across the country. *Change* magazine and *Wall Street Journal* were also extremely popular choices, followed by *Working Woman* magazine and *New Yorker*.

The reasons stated by readers for choosing these other publications were, again, reflective of their comments on fiction and non-fiction selections. Periodicals were related to academic interests, information on fund-raising, national trends, local business and economic news, feminist and personal growth issues. I was surprised to see *Good Housekeeping* listed (and more than once); however, the respondents specified that this was enjoyable "light reading" for evenings at home.

Conclusion

Are women leaders readers? I would say **Yes**, according to the results of this survey, they are. Not only are they readers, they are insightful and reflective about their reading choices. One respondent said "What a great study! I realized in writing down my own reading choices that I tend to prefer women authors..." Other respondents shared insights about their readings as well. In response to one of the questions on "favorites," a reader wrote, "It changes with my age."

In *Educating the Majority: Women Challenge Tradition in Higher Education*, Carolyn Desjardins writes of implications of Carol Gilligan's work on women's "different voice" for human development. "The task for a woman," Desjardins says, "is to learn to put herself and her needs into the equation and on her own agenda – to care for herself as well as others." The equation she refers to is one in which society defines women as caregivers, and too often equates care with self-sacrifice. It is validating to see our women college leaders taking time for themselves through reading. Desjardins, again building on Gilligan's work, emphasizes the interdependence of human development. As whole persons, women must avoid the trap of only serving the needs of others or of only serving the needs of self; "the holistic focus on what holds people together is greater than the unitary focus on freedom and independence."

One respondent told of a reading group formed on her campus, made up of faculty, administrators, and volunteers – most of whom are women – meeting regularly to discuss their readings. In addition, she said, "We ask these questions of every new person (in our interviewing process)...." For those of you who have not already done so, then, the next step is to share the wealth of the reading event by celebrating it in connectedness, rather than in isolation. Towards this view of human development as a cyclical effort born of interdependence rather than individual linear effort, I would encourage women leaders and leaders-to-be to form reading discussion groups on campus. Formulate *your* list of "favorites" and share it with your colleagues, with a brief paragraph on why you believe each work is important. Encourage students to do the same. Naturally, not everyone will have the same perceptions about the same readings. What wonderful conversations will ensue! Diversity will enrich the reading circle. Imagine the excitement, creativity, and shared understanding which will result from being a campus of *readers*!

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For a complete list of Tables, please turn to page 28.

"Are women leaders readers? YES.... Not only are they readers, they are insightful and reflective about their reading choices."

TABLES 1 - 8

(Most often mentioned are in bold type.)

TABLE 1: Non-Fiction All-Time Favorites

Alva Myrdal by Sissela Bok

The Aquarian Conspiracy: Personal and Social Transformation in the 1980's by Marilyn Ferguson

Bible

Book of Common Prayer

Bronx Primitive by Kate Simon

Building the Earth by Teilhard De Chardin

Century of Struggle: The Woman's Rights Movement in the United States by Eleanor Flexner

Confessions of St. Augustine

Democracy in America by Alexis De Tocqueville

Faulkner: A Biography by Joseph Blotner

A Gift from the Sea by Anne Morrow Lindbergh

***In Search of Excellence: Lessons from America's Best-Run Companies* by Thomas Peters and Robert Waterman**

Leadership is an Art by Max Depree

Letters of E.B. White by Dorothy Guth (ed.)

Life and Death in Shanghai by Nien Cheng

The Medusa and the Snail by Lewis Thomas

Megatrends by John Naisbitt

The One Minute Manager by Ken Blanchard and Spencer Johnson

Passion for Excellence: The Leadership Difference by Thomas Peters and Nancy Austin

The Persian Wars by Herodotus

***The Republic* by Plato**

***The Road Less Travelled* by M. Scott Peck**

A Room of One's Own by Virginia Woolf

The Seven Mountains of Thomas Merton by Michael Mott

The Seven Storey Mountain by Thomas Merton

The Story of Civilization by Will and Ariel Durant

Thriving on Chaos: Handbook for a Management Revolution by Thomas Peters

Walden by Henry David Thoreau

When and Where I Enter: The Impact of Black Women on Race and Sex in America by Paula Giddings

***Women's Reality* by Anne Wilson Schaef**

TABLE 2: Top Non-Fiction Selections for 1991-92:

The 7 Habits of Highly Effective People by Stephen Covey

The Female Advantage: Why Women Are More Effective Leaders by Sally Helgesen

The Fifth Discipline: Mastering the 5 Practices of the Learning Organization by Peter Senge

From Beirut to Jerusalem by Thomas Freidman

The Good Society by Robert Bellah, Richard Madsen, William M. Sullivan, Ann Swidler and Steven Tipton

Illiberal Education: The Politics of Race and Sex on Campus by Dinesh D'Souza

Leadership is an Art by Max Depree

Meditations for Women Who Do Too Much by Anne Wilson Shaef

Parting the Waters: America in the King Years by Taylor Branch

Principle-Centered Leadership by Stephen Covey

Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness by Robert Greenleaf

You Just Don't Understand by Deborah Tannen

TABLE 3: Non-fiction Favorites for 1991-92:

The Age of Missing Information by Bill McKibben

The Age of Unreason by Charles Handy

An American Childhood by Annie Dillard

American Catholic Women: A Historical Exploration by Karen Kennelly

Backlash by Susan Faludi

Battle Cry of Freedom by James McPherson

Being Lucky: Reminiscences and Reflections by Herman Wells

Bible

The Borderless World: Power and Strategy in the Interlinked World Economy by Kenichi Omae

Children of the Dream: The Psychology of Black Success by Audrey Edwards and Craig Polite

Coming of Age in the Milky Way by Timothy Ferris

Commander in Chief—Franklin Delano Roosevelt: His Lieutenants and Their War by Eric Larrabee

The Commanders by Bob Woodward

Commentary on Galations by Martin Luther

Composing a Life by Mary Catherine Bateson

Corporate Life Cycles: How and Why Corporations Grow and Die and What to Do About It by Ichak Adizes

Den of Thieves: The Untold Story of the Men Who Plundered Wall Street and The Chase that Brought Them Down by James B. Stewart

Feminine Leadership, or How to Succeed in Business Without Being One of the Boys by Marilyn Loden

The Fitzgeralds and the Kennedys: An American Saga by Doris Goodwin

For the Common Good: Redirecting the Economy Toward Community, the Environment, and a Sustainable Future by Herman Daly and John Cobb, Jr.

Future Shock by Alvin Toffler

A Free and Ordered Space by A. Bartlett Giamatti

Goddesses in Everywoman: A New Psychology of Women by Jean Bolen

Guests of the Sheik: An Ethnology of an Iraqi Village by Elizabeth Fernea

Habits of the Heart by Robert Bellah

A History of Knowledge: Past, Present and Future by Charles Van Doren

A History of Their Own: From Prehistory to the Present by Bonnie Anderson and Judith Zinsser

A Hole in the World: An American Boyhood by Richard Rhodes

The House by the Sea, by May Sarton

In the Age of the Smart Machine: The Future of Work and Power by Shoshana Zuboff

Inventing the Middle Ages: The Lives, Works, and Ideas of the Great Medievalists of the 20th Century by Norman Cantor

It Was on Fire When I Lay Down on It by Robert Fulghum

Journal of a Solitude by May Sarton

Kaizen: The Key to Japan's Competitive Success by Masaaki Imai

Killing the Spirit: Higher Education in America by Page Smith

The Leadership Challenge: How to Get Extraordinary Things Done in Organizations by James Kouzes and Barry Posner

Life's Little Instruction Book by H. Jackson Brown Jr.

Made in Japan by Akio Morita

Make Prayers to the Raven: A Koyukon View of the Northern Forest by Richard Nelson

The Making of the Atomic Bomb by Richard Rhodes

Megatrends 2000 by John Naisbitt and Patricia Aburdene

Morning Light: The Spiritual Journey of Jean Sulivan by Jean Sulivan

Moving in the Spirit: Becoming a Contemplative in Action by Richard Hauser

Native Roots: How the Indians Enriched America by Jack Weatherford

The New Russians by Hedrick Smith

O'Malley of Notre Dame by John Meaney

One of the Lucky Ones by Lucy Ching

The Poetry of Robert Frost

Powershift by Alvin Toffler

Praire Erth by William Least-Heat Moon

Race: How Blacks and Whites Feel About The American Obsession by Studs Terkel

Return of the Goddess by Edward Whitmont

Revolution from Within by Gloria Steinem

Richard Milhous Nixon: The Rise of an American Politician by Roger Morris

Savage Inequalities: Children in America's Schools by Jonathan Kozol

The Second World War by John Keegan

Self-Renewal: The Individual and the Innovative Society by John Gardner

Singing from the Soul by Jose Carreras

Soviet Women: Walking the Tight Rope by Francine du Plessix Gray

Swim with the Sharks Without Being Eaten Alive by Harvey Mackay

The Tao of Physics: An Exploration of the Parallels Between Modern Physics and Eastern Mysticism by Fritjof Capra

Travels in Hyperreality: Essays by Umberto Eco

The Turbulent Mirror: An Illustrated Guide to Chaos Theory and the Science of Wholeness by John Briggs and David Peat

The University: An Owner's Manual by Henry Rosovsky

A Very Thin Line: The Iran-Contra Affair by Theodore Draper

Wall to Wall: From Beijing to Berlin by Rail by Mary Morris

When All You've Ever Wanted Isn't Enough by Harold Kushner

The Work of Nations: Preparing Ourselves for 21st Century Capitalism by Robert Reich

The Woman's Encyclopedia of Myths and Secrets by Barbara Walker

Womanspirit: Reclaiming the Deep Feminine in Our Human Spirituality by Susan Muto

Women and Men in Conversation by Deborah Tannen

Women of Faith: Portraits of 12 Spirit-Filled Women by Grace Swenson

Women's Reality by Anne Wilson Schaef

Women's Ways of Knowing by Goldberger, Clinchy, and Tarule

The World is My Home by James Michener

A World of Ideas: Conversations With Thoughtful Men and Women about American Life Today and the Ideas Shaping Our Future by Bill Moyers

TABLE 4: Fiction All-Time Favorites

***Absalom, Absalom!* by William Faulkner**

The Ambassadors by Henry James

Aztec by Gary Jennings

Beloved by Toni Morrison

Thr Brothers Karamazov by Fyodor Dostoyevsky

***Centennial* by James Michener**

Chesapeake by James Michener

Cold Sassy Tree by Olive Ann Burns

Complete Works of William Shakespeare

The Covenant by James Michener

The Divine Comedy by Dante

The Dollmaker by Harriette Arnow

Emma by Jane Austen

The Firm by John Grisham

A Gift from the Sea by Anne Morrow Lindbergh

***Gone With the Wind* by Margaret Mitchell**

The Grapes of Wrath by John Steinbeck

Jazz by Toni Morrison

***Kristin Lavransdatter* by Sigrid Undset**

Lady Chatterly's Lover by D.H Lawrence

Little Women by Louisa May Alcott

Man's Search for Meaning by Viktor Frankl

***Middlemarch* by George Eliot**

My Antonia by Willa Cather

Mystery of the Charity of Joan of Arc by Charles Peguy

Nostromo by Joseph Conrad

The Once and Future King by T.H. White

One Flew Over the Cuckoo's Nest by Ken Kesey

Out of Africa by Isak Dinesen

Rebecca by Daphne du Maurier

Remembrance of Things Past by Marcel Proust

The Return of the Native by Thomas Hardy
Roots by Alex Haley
The Thornbirds by Colleen McCullough
To Kill a Mockingbird by Harper Lee
To the Lighthouse by Virginia Woolf
Ulysses by James Joyce
***War and Peace* by Leo Tolstoy**
The Wizard of Oz by L. Frank Baum

TABLE 5: Top Fiction Favorites for 1991-92:
Beloved by Toni Morrison
Cold Sassy Tree by Olive Ann Burns
Ellen Foster by Kaye Gibbons
The Fireman's Fair by Joseph Humphreys
The Firm by John Grisham
Foucalt's Pendulum by Umberto Eco
Jazz by Toni Morrison
The Joy Luck Club by Amy Tan
Jurassic Park by Michael Crichton
The Kitchen God's Wife by Amy Tan
North of Hope by Jon Hassler
The Prince of Tides by Pat Conroy
A Thousand Acres by Jane Smiley
Tracks by Louise Erdrich
A Yellow Raft in Blue Water by Michael Dorris

TABLE 6: Fiction Favorites for 1991-92:
The Awakening by Kate Chopin
Because it is Bitter, and Because it is My Heart by Joyce Carol Oates
Blind Faith by Joe McGinnis
Butterfly by Kathryn Harvey
Cat's Eye by Margaret Atwood
Children of Men by Jeanne Schinto
Crossing to Safety by Wallace Stegner
Daughters by Paule Marshall
The Distant Lands by Julian Green
The Doomsday Conspiracy by Sidney Sheldon
Eminent Domain by Dan O'Brien
Far Tortuga by Peter Matthiessen
The Fourth K by Mario Puzo
Freedom by William Safire
French Silk by Sandra Brown
Fried Green Tomatoes at the Whistlestop Cafe by Fannie Flagg
The General in His Labyrinth by Gabriel Garcia Marquez
Grand Opening by Jon Hassler
Guardian Angel by Sara Paretsky
The Handmaid's Tale by Margaret Atwood
The House of the Spirits by Isabel Allende
I Know Why the Caged Bird Sings by Maya Angelou
The Lady and the Monk: Four Seasons in Kyoto by Pico Iyer
Lonesome Dove by Larry McMurtry
Love Medicine by Louise Erdrich
Love in the Time of Cholera by Gabriel Garcia Marquez
Loves Music, Loves to Dance by Mary Higgins Clark
The Mill on the Floss by George Eliot
The Mists of Avalon by Marion Bradley
Mortal Friends by James Carroll
Mrs. Pollifax Mysteries by Dorothy Gilman
Murder at the National Cathedral by Margaret Truman
Oldest Living Confederate Widow Tells All by Alan Gurganus
Palace Walk by Najib Mahfuz
Paradise News by David Lodge
The Passion by Jeanette Winterson
Piece of Mine by J. California Cooper
Possession: A Romance by A.S. Byatt
Rabbit at Rest by John Updike
The Reckoning by David Halberstam
Reindeer Moon by Elizabeth Thomas
The Remains of the Day by Kazuo Ishiguro
Rising Sun by Michael Crichton
Russka by Edward Rutherfurd
Skinny Legs and All by Tom Robbins
The Song of the Lark by Willa Cather
The Sum of All Fears by Tom Clancy

The Tenants of Time by Thomas Flanagan
Texas by James Michener
Their Eyes Were Watching God by Zora Neale Hurston
This Present Darkness by Frank Peretti
Toward What Bright Glory? by Allen Drury
Tripmaster Monkey: His Fake Book by Maxine Hong Kingston
Turtle Moon by Alice Hoffman
Vanished by Mary Morris
A Virtuous Woman by Kaye Gibbons
WLT: A Radio Romance by Garrison Keillor
Waiting to Exhale by Terry McMillan
The Waiting Years by Fumiko Enchi
Woman Hollerin' Creek by Cynthia Cisneros

TABLE 7: Other Publications:
AAC's Liberal Education
AAWCJC Journal
Academe
Asia and Pacific
Bible
Christian Century
Cleveland
Common Boundary
Commonwealth
Community, Technical and Junior College Times
Crain's Business Weekly
Discover
Education Record
Essence
Far Side cartoon books
Futurist
Harpers
Hispanic Magazine
Japan Quarterly
Job's Daughters
Journal of Higher Education
Junior College Journal
Liberal Education
Lotus Magazine
Mathematics Teacher
National Review
New Oxford Review
New Republic
New York Magazine
Non-Profit Management
Northern Ohio Live
Notre Dame
Ohio
One World
Pew Foundation Policy Perspectives
Phi Delta Kappan
Salt
Shakespeare Quarterly
Signs
Sojourner
Theological Education
Utne Reader
Women and Creativity
WordPerfect Magazine
Writer's Market

TABLE 8: Top "Other" Publications:
AACJC Journal
AAHE Journal
ACE Journal
America
Atlantic
Black Issues in Higher Education
Change
Chronicle of Higher Education
Economist
Esquire
Foreign Affairs
Fortune
Good Housekeeping
Granta
Harvard Business Review
Human Development
Lears
Ms.
National Catholic Reporter
New York Review of Books
New Yorker
Newspapers (local and national)
Smithsonian
Time
Wall St. Journal
Working Woman

THE 21ST CENTURY FEMALE ACADEMICIAN: *Beyond the 'Glass Ceiling'*

Dr. Gloria Trujillo-Sanchez

This study was conducted to gather quantitative and qualitative data from surveys and interviews of Colorado female academicians, which was reflective for successful career advancements. The populations for this study were women from 35 colleges and universities in Colorado who had membership with the Colorado Women in Higher Education Administration (CWHEA). Females in this sampling had to hold jobs in higher education administration beyond the "glass ceiling" – president, vice-president, chancellor and dean. In a second sampling, female educators who participated in the Colorado Women's Leadership Institute and aspired to administrative positions were surveyed. Both surveys were comparably the same in size. Both surveys produced data that comparatively examined responses from accomplished academicians versus novices (aspiring academicians).

The survey instrument used in this study was developed by the investigator. This instrument was designed to gather information/opinions regarding respondents' personal/professional endeavors on a five-point Likert scale.

Also, 12 accomplished academicians in Colorado were interviewed. The *HEP: 1991 Higher Education Directory* was utilized to obtain potential interviewees. Eight women held executive positions (beyond the "glass ceiling"). Four Hispanic females in higher education were also interviewed. They held positions that were representative of the chain of progression in academia – faculty member, department chairperson, deanship, vice-presidency, and/or presidency.

The questionnaire used in the interview processes was developed by the investigator. This instrument provided in-depth dialogue about the academicians' personal/professional endeavors.

The following recommendations are offered: 1) top jobs in higher education administration warrant the doctorate, 2) men-torships are instrumental in the learning process and in networking the organization, 3) political savvy is essential in understanding an organization's culture, and 4) strong leadership skills are requisite in administrative careers.

Dr. *Gloria Trujillo-Sanchez*, a native of Colorado, has received degrees in business, higher education and education administration.

WOMEN ACADEMICIANS IN THE COMMUNITY COLLEGE: *Increasing our power through communication*

Dr. Shelley Lane

Dr. *Shelley Lane* teaches in the Speech- Communication Department at Collin County College in Plano, Texas.

Even though attitudinal progress and progress concerning policy implementation have been made towards women community college professionals, differences continue to exist in the way that women are perceived and treated by male colleagues and students. Research has demonstrated that men speak longer and more often at faculty meetings, and women's arguments don't carry as much weight with male colleagues (Tannen, 1990). Similarly, students tend to be more skeptical about and give less credence to the remarks made by women faculty, and the overall way of speaking by women faculty is devalued (Sandler, 1991).

The assumptions that influence the differential perception and treatment of women by male colleagues and students include the idea that women are less powerful than men. Studies of language and communication have provided insights into who has power and who does not. In her book, *Communication and the Sexes* (1988:86), researcher Barbara Bate wrote that "though the battles over language change during the past dozen years have been called trivial, they have led many people to see that words are . . . not . . . simple descriptions of people or action, but [are] . . . influences on human opportunities and human agreements. Language, in other words, has to do with power."

The same studies that give us access into who is seen as having power over whom can also act as guides for the redistribution of power, particularly as it relates to male and female community college academicians. I contend that female community college professionals can increase their power (or their ability to produce effects on others) through their knowledge and use of communication. In this article, I will support the idea that women in community colleges can communicate power through their choice of linguistic devices, and that language can help us change the way we are perceived.

At this point, I must stress that while female community college academicians may need to adapt their language in order to communicate power, I don't mean to suggest that women's communication style is intrinsically inferior to men's. Tannen (1991) asserts that women generally choose language that communicates connection and intimacy, while men choose linguistic devices that communicate status and independence. Because men typically hold positions of authority at community colleges, and because men commonly are perceived and treated as more powerful than women, females should consider adapting their communication to that of males. Henley and Kramarae (1991:19-20) wrote that: "Hierarchies determine whose version of the communication situation will prevail; whose speech style will be seen as normal; who will be required to learn the communication style and interpret the meaning of the other; whose language style will be seen as deviant, irrational, and inferior; and who will be required to imitate the other's style in order to fit into the society."

I am *not* advocating that women completely abandon their communication style and learn to talk like men, because "apart from the repugnance of women having to do all the changing, this doesn't work . . . because women who talk like men are judged differently-and harshly (Tannen, 1990:18). I *am* suggesting that

women increase their repertoire of linguistic devices with those that are perceived to communicate power, and concomitantly, are typically used by men. Women community college professionals can choose the most effective way of communicating based upon their goals, the person(s) with whom they are speaking, and the situation in which they are involved. Although equality may result from both males and females learning about and adapting to each other's communication styles, so long as men continue to be considered powerful, it is realistically up to women to learn to adapt.

The Communication and Perception of Power

A common stereotype held by both men and women is that women talk more than men. However, most research findings contradict this assumption. In order to dominate a conversation, men interrupt women more often than women interrupt men or other women (Goss & O'Hair, 1988). Recent studies point out that women are rejecting this form of male dominance by no longer allowing men to interrupt them before they are finished with their portion of a conversation. Women can assert their power by forcefully stating "I am not finished yet, and I wish to continue!," or by simply continuing to speak instead of allowing the interruption to give the man his speaking turn (West & Zimmerman, 1983).

Another area of communication study in which power differences can be observed concerns silences in conversations, or lapses in the flow of conversation. Women in male-female conversations tend to be most silent, but for same-sex conversations, lapses of silence are exhibited more evenly among the speakers. Generally, this pattern of more silence on the part of females occurs when males communicate a delayed or minimal response (such as "uh-huh" or "mmph") and when they interrupt (Zimmerman & West, 1975). It has been noted that topics introduced by men are noticed and continued by other conversationalists, but topics introduced by women receive minimal responses, and the conversation subsequently falters. This implies that the ability of men to control a conversational topic is a reflection of power and the need to control (Stewart, Cooper, & Friedley, 1986). Women can negate this demonstration of power by remembering that the lack of a minimal response does not mean that their ideas are less important than men's. Women need to speak up even without the affirmation of others.

Women have also been described as using "empty adjectives." These are words that connote unimportance, and while both men and women use neutral adjectives such as "great" and "terrific," women are more apt to use empty adjectives such as "precious, adorable, lovely, cute, and charming" more than men. Lakoff (1975) suggests that women can freely use the neutral adjectives, but men may be ostracized for using the empty adjectives so commonly associated with women. Based upon these research findings, female community college professionals can adapt to the communication of their powerful male counterparts by avoiding the use of such adjectives.

Additionally, women tend to use the question intonation, tag questions, and conversational hedges more so than men. Women often end a statement with a rising intonation, suggesting that the speaker is seeking confirmation (even though she may be the only one who has the necessary information). In 1975, researcher Robin Lakoff (1975) maintained that women ask more questions, start a conversation with questions ("Hey, y'know what?") and use tag questions more than men. Tag questions are questions that occur at the end of sentences and seek confirmation (e.g., "This looks good, *doesn't it?*"). These questions have been found to diminish the intensity of communication, and are less assertive than declarative sentences.

Recent research contradicts Lakoff's findings regarding tag questions being used more by women than by men (Baumann, 1979). Additionally, although tag questions are described as less powerful forms of communication, women may not use such questions because of their powerlessness and self-doubt, but may use them to draw others out in conversation. In other words, as previously mentioned, women may use tag questions for the purposes of achieving connection and intimacy. Similarly, although studies have demonstrated that women who use tag questions are perceived as having

"Women need to speak up even without the affirmation of others."

little knowledge, little intelligence, and little influence, this negative effect does not occur when men use tag questions. The implication of this finding is that the devaluation of women's language is not due to the use of specific linguistic devices, but due to the overall lower status of women in society (Bradley, 1981). To combat the aforementioned negative perceptions associated with the use of tag questions, women academicians at community colleges should reject their use.

Conversational hedges or qualifiers mitigate or soften declarations, and they blunt the impact of what we have to say. They are used to avoid unwanted reactions to communication, and they make statements less absolute in their tone. Qualifying words such as "perhaps, possibly, I suppose, I think, etc." are used at the beginnings, endings, and in the middle of women's utterances (Eakins & Eakins, 1978). Women who use qualifiers are perceived as less knowledgeable and intelligent, but men are viewed as intelligent and well-informed even if they use such qualifiers (Stewart et al, 1986). Although current studies find that females do not use qualifiers significantly more than men, women community college professionals should avoid their use so as not to make the impact of their statements less powerful.

A similar area of communication study in which power differences can be observed concerns the use of intensifiers. Intensifiers can be thought of as adverbs. Lakoff (1975) suggested that women use the word "so" more than men. Other adverbs utilized more by women than men include "terribly, awfully, quite, such, and just." The use of "so" can be said to decrease the intensity of a woman's utterance; therefore, women academicians should minimize their use.

In addition to power being implied in specific linguistic devices, power can also be inferred from words that label women. In general, those with power in a society label or cast words in a form that is most appropriate for themselves. Additionally, the language of the powerful group is usually accepted and used by less powerful groups. Men have done the labeling in our society, and have defined women according to male terms (Eakins & Eakins, 1978). This is not surprising since the masculine culture is predominant in America and therefore most powerful. With the English language, this distinction can best be seen in the addition of the diminutive endings on words used to define women. For example, contrast the words "major, usher, actor, governor, author, and aviator" with the words "majorette, usherette, actress, governess, authoress, and aviatrix." When the diminutive endings are added to words, the meaning of the words tends to change. The new meanings imply something inferior, less powerful, or completely different than the root word; therefore, women community college professionals should avoid using these words.

Another way that society defines men and women in terms of power concerns the use of the generic pronoun "he" to encompass both "he" and "she" (and the generic man to encompass both "man" and "woman"). Studies have demonstrated that when people read or hear sentences containing the generic pronoun "he," they are more likely to believe that the word refers to "men" alone, and that females often resist oral and written communication that treats the male as representative of both sexes (Bate, 1988). For example, when female college freshmen interpret the generic "he," in 87 percent of the cases they assume the word refers exclusively to men (Pearson, 1985). Although both men and women may object to using "he or she" when speaking or using "s/he" when writing, the use of the generic pronoun supports the idea that women are less powerful than men. Women academicians should avoid the use of the generic "he."

Women are also defined differently from men in that they are labeled in terms of their relationships with men more often than men are labeled in terms of their relationships with women. For example, women are often referred to as "Simon's daughter, Loren's wife, Mitchell's colleague," etc. Ask yourself whether you would be more likely to hear "I'm Bill's wife" or "Bill is my husband" versus "Jane is my wife" or "I'm Jane's husband." Similarly, when a woman divorces, she continues to be defined in relation to her ex-spouse. The divorced woman is called a "divorcee," but a divorced man is called . . . (there is no com-

"Studies have demonstrated that when people read or hear sentences containing the generic pronoun "he," they are more likely to believe that the word refers to men alone . . . ."

parable word for a man that indicates his divorced status). Even after her spouse's death, a woman is still defined by her relationship to a man. It is common to hear a woman described as "Ralph's widow," but not as common to hear a man described as "Sharon's widower." Portraying oneself in relation to others can connote a lack of power as well as a sense of self. Women community college professionals should minimize the use of this form of communication.

One final area in which the less powerful status of women is communicated regards language that reflects sexual connotations. Research on sexual terms has identified ten times as many sexual terms for females as for males (Eakins & Eakins, 1978). These terms often dehumanize women and portray them as less powerful by focusing merely on sexuality. For example, the phrase "you caught me with my pants down" implies embarrassment when it refers to males, but sexual activity when it refers to females. Similarly, the phrase "s/he's got great legs" implies athleticism and power when it refers to males, but sexual attractiveness when it refers to females (Eakins & Eakins, 1978). (I have had difficulty with the phrase "women community college professionals." Although this phrase seems awkward, it doesn't entail the sexual implications of "women professionals at community colleges!")

In addition, both men and women's personalities are insulted with terms that focus on women's sexuality more than they focus on men's sexuality. Therefore, regardless to whom (male or female) the insult is directed, women are denigrated. For example, "son of a bitch" and "bastard" both relate to women's sexuality or sexual activity, as does "wuss" (the combination of "wimp" and "pussy"). While some male sexually oriented phrases can be deemed complimentary; e.g., "He's got real balls" or "It is the seminal work in the field," it is difficult to find a corresponding phrase for females. Although some insults aimed at men do not denigrate women in terms of their sexuality, the terms that are used denigrate women nonetheless. Language tells us that it's bad to be female. For example, it is insulting for a male to be called a "mama's boy" or "sissy."

The sexual connotations implied in words which point to women as being less powerful can also be seen in metaphors. Women have been described in terms of being "delicious," "good enough to eat," and a "dish." These words imply that women are powerless; they are something to be consumed or enjoyed (e.g., "cookie, cupcake, tomato."). Plant metaphors also describe women ("clinging vine, wallflower"), as do words that characterize women as passive or as objects through which men take action ("mattress, skirt."). Similarly, while both men and women are defined by animal terms, the words used to describe men are often aggressive in nature ("wolf, buck, stud"), and the words used to describe women reflect passive pets ("kitten, chick"), undesirable physical characteristics ("dog, cow"), something to be hunted ("quail, fox"), and sexual connotations ("beaver, pussy"). Women community college professionals should refrain from using words that label women according to their sexuality, for these words portray women as being powerless. Women academicians should also discourage others from using these words.

Conclusion

Thus far, we have seen that women may use what can be characterized as "powerless language," and that words used to describe women stereotype them as having less status than men. To review, in order to increase our power through communication, women community college professionals may want to consider the following:

1. Don't allow men to interrupt your communication.
2. Don't fall silent when men delay or withhold positive minimal responses (uh-huh, mmph). Speak up! Your ideas are just as important as men's.
3. Avoid using empty adjectives that are commonly stereotyped to be unimportant and weak (e.g., *precious, adorable, charming*).
4. Maintain a firm tone of voice when you speak. There is no need to end a statement with a rising intonation.
5. Reject the use of tag questions. This communication device weakens the intensity of statements and connotes powerlessness (e.g., That was a good pre-

"Women have been described in terms of being 'delicious,' 'good enough to eat,' and a 'dish.' These words imply that women are powerless; they are something to be consumed or enjoyed."

> "As women, we have an increasing sense of self and a growing belief that we have strong minds and worthwhile abilities to use in the world. In other words, we are empowered."

sentation, *don't you think?*).

6. Avoid the use of hedges and qualifiers that soften declarations and blunt the impact of what you have to say (e.g., *perhaps, possibly, I suppose,* etc.).

7. Minimize the use of intensifiers, for they also decrease the intensity of women's utterances (e.g., *so, terribly, quite,* etc.).

8. Don't use words which end in the diminutive (e.g., *usherette, aviatrix).* Discourage others from using these words.

9. Avoid the generic pronoun "he" or "man" to mean "he and/or she" or "man" and "woman". Young people tend to perceive only the masculine reference when these words are used.

10. Remember that it's not necessary to portray yourself in relation to others (e.g., *Harry's wife, Bob's colleague,* etc.)

11. Don't use words that label women as sexual objects, foods, plants, inanimate objects, or animals. Discourage their use by others.

12. Remember that you are adapting to the dominant (men's) code of communication, and that your code is *not* intrinsically inferior. The linguistic devices normally used by women are devalued *only* because women have less status in society than men do.

As women, we have an increasing sense of self and a growing belief that we have strong minds and worthwhile abilities to use in the world. In other words, we are empowered. We are also empowered because we are cognizant of how certain forms of language can function to describe women as less powerful. Most importantly, we can act to change the way communication keeps us in a less powerful position in society. In the book *Language and Power* (1984:24), Kramarae, Schulz, and O'Barr write that:

"The use of language is part of a social interaction that requires essential agreements about meaning between the participants in the interaction and reflects the consensus among participants about their relative social "worth" as speakers and hearers. Language, almost beyond any other form of life, can give us insight into the consensual relationships that obtain between participants in the speech events as to their relative positions on the social scale at any particular time and place. With awareness can come the potential withholding consensus on the part of the weak . . . . And on the part of the powerful who are also rational and see beyond themselves, a willingness to participate on terms of greater equality can come with the recognition of the arbitrariness of all power relationships."

Hopefully, the achievement of equality will occur in the not-too-distant future.

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GENDER + ETHNICITY = DYNAMIC LEADERSHIP BY LATINA COMMUNITY COLLEGE PRESIDENTS

Dr. Lois M. Knowlton

Are there values in the Hispanic culture that combine with female ethic of care and connectedness that influence the leadership of community college presidents who are Latina women?

This question was the subject of a recent dissertation, Leadership in a Different Voice: An Ethnographic Study of a Latina Chief Executive Officer in a California Community College (Knowlton, 1992). This qualitative study examined the leadership process to determine whether the cultural construction, gender and ethnicity, have helped or hindered presidential leadership in the community college.

Significance of the Study

The findings are important for policy makers, screening committees, potential leaders, and students in the nation's community colleges. If it can be argued that Hispanic women bring special qualities to their leadership that facilitate necessary changes, the study reinforces the mandate to support the hiring of more minority women in the community college system. It affirms the valuing of inclusiveness in leadership that goes beyond the legalism of Affirmative Action.

Such a study is also important for other minority women. They may have the talent, interest, and motivation to become leaders but have been intimidated by stereotypical assumptions of their "role" in the college. As Madeleine Green stated in Leaders for a New Era: Strategies for Higher Education (1988), "... the contributions of women and minorities to a collective vision of higher education and its leadership have yet to be made. New perspective, different values and experiences brought to leadership by these underrepresented groups will undoubtedly reshape some of the conventional wisdom about leadership (6)."

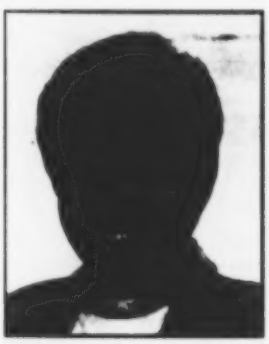
Research Methodology

During the 1991-1992 academic year, nine Hispanic women were community college presidents in the United States. They exercised leadership from the No. 1 position in urban, rural, and suburban community colleges in seven different states. Their Hispanic roots were from Cuba, the Dominican Republic, Mexico, and Puerto Rico. To be able to identify any themes or patterns among such a diverse population in relation to their feelings, perceptions, and underlying values required qualitative research. Alberto Moreno at the National Hispanic Corporate Council recently lamented the quantitative rather than qualitative criteria used to assess Hispanics' success. He asserted that quantitative measures of Hispanic leadership have focused on the style of a leader rather than on the vision or process by which that vision is communicated (1991: 74).

The methodology supported the process of investigating the influence of multiple realities on these women's lives, stories, and behavior as well as organizational functioning.

Judith Valles, the president of Golden West College in Huntington Beach, California, was selected as the principal focus of the study; however, the eight other presidents across the United States were included with varying degrees of participation. Eight of the nine presidents responded to the initial questionnaire; six site visitations were made; personal interviews were conducted with seven of the presidents; and a total of over 100 different individuals who worked with the various presidents were inter-

"... quantitative measures of Hispanic leaders have focused on the style of a leader rather than on the vision or process ..."



Dr. *Lois M. Knowlton* based this article on her recently completed dissertation in which she studied Hispanic women who were community college presidents in 1991-1992. Presently a faculty member in the Business Division at Southwestern College, Chula Vista, CA, she conducted her research through the University of San Diego.

viewed. The researcher was a participant observer at Golden West College, working in the staff development office while attending administrative meetings, faculty meetings, celebrations, brown bag lunch seminars, public forums, and informal, impromptu gatherings. Interviews and document analysis were conducted at the college outside of California in order to identify patterns of behavior in relation to the leadership of all nine presidents.

The findings were categorized according to background influences, behaviors, and changes that were linked to the gender and ethnicity of Judith Valles and the other eight presidents.

A major conclusion of the study was that women's relational, nonhierarchical modes of behavior linked to Hispanic community values and broader world view resulted in a dynamic combination embodied in the presidents of this study.

■ Background

Family Influences

All of the presidents interviewed emphasized the importance of their families. Sometimes that meant the extended family, as in the case of Tessa Tagle, President of the Medical Center Campus at Miami-Dade Community College, who was raised by two grandmothers when her mother died, but the support, the acceptance, and the loyalty experienced within the family was unquestionably a major influence.

Even as children these Latina daughters were given important roles in the family. Flora Mancuso Edwards, President of Middlesex County Community College, in Edison, New Jersey, remembers being the problem solver for her impoverished 15-member Puerto Rican family that lived in two rooms:

> I was always the one who solved the problems. We were on welfare, and [it was] "Flora will go talk to the people in welfare. Flora will go talk to try to see how to get the lights turned on."

Leila Gonzalez Sullivan, President of Middlesex Community College, Middletown, Connecticut, was confronted with serious challenges early in life. She was the eldest of five children whose parents suffered ill health.

> When you have a parent who says to you, " I have this terminal disease, and I'm going to die in 17 years, and therefore you must get educated so you can educate your brothers and sisters, " I had some real clear mandates.

Cultural Influences

The presidents told how proud they were of their Hispanic roots and particularly of their individual countries. Flora Mancuso Edwards reported that not only she but also her children think of themselves first as Puerto Ricans. She reported her memories of coming to the United States from Puerto Rico as a five-year-old:

> "We came to this country really disconnected. There was nobody waiting for us. In other words, we're visitors, and we can be here all our lives as visitors."

All but two of the eight presidents who responded to the questionnaire spoke Spanish at home when they were growing up. Judith Valles and Narcisa Polonio recalled their early experiences of being plunged into all-English schools and not being able to understand their teachers or classmates.

Traditional gender roles were the norm. In Judith Valles' family she and her three sisters were taught to use the polite "usted" verb form when addressing both their father and their brothers; however, they used the familiar "tu" when talking with their mother and sisters.

Several of the presidents resented the expectation that they should limit their career aspirations to certain areas that were "appropriate for women." The fields they chose and where and when they were educated were strongly influenced by family approval and cultural standards.

Valuing of Education

Academic excellence was the norm for these Latinas. Education was seen as the means of achieving success and economic independence. Although the majority of the parents of the Latina presidents did not go beyond high school, college was encouraged for their daughters. Seven of the nine presidents had earned doctorates, and the other two had master's degrees.

Bilingual Language Proficiency

All of the presidents interviewed were fluently bilingual in English and Spanish. They were not only bilingual-they were eloquent in both languages. Tessa Tagle especially emphasized the

importance of being fluent in both English and Spanish: "Language, I find, is such a big includer. It puts you at the table, but lack of it can be very excluding."

Flora Mancuso Edwards said, "At New York University, I knocked the accent out of my English. I knocked every trace out. I made my English standard and acceptable."

■ Behaviors

"Communication in an organization is only as good as are the relationships among its people – where there is communication strength, there is relational strength and vice versa." (Tessa Martinez Tagle)

The relational modes of behavior strongly influenced the leadership of the Hispanic women presidents interviewed, and these behaviors facilitated communication, problem-solving, influencing, persuading, empowering, supporting, and enabling their staff to action.

Gender-related Behaviors

The predominant gender theme that respondents in this study used to describe Judith Valles was "caring" and all the manifestations of that quality – nurturing, stroking, empathetic, understanding, sensitive, and warm. Connie Valdez, President of Northern New Mexico Community College, illustrated that caring by her strong support of the only certificate program for hospice workers in the U. S.

Several of the presidents were described as good listeners. Helgesen (1990) called listening the "prototypical female skill." This openness to others and willingness to listen to ideas different from their own was described as a strength for several of the other presidents. Leila Gonzalez Sullivan facilitated communication with the staff by having Thursday morning walk-in time, regular all-campus town hall meetings, and an annual evaluation of the president in which she encouraged feedback on her performance. Tessa Tagle was described as bringing warmth and communication to the Medical Center campus in Miami.

President Valles was especially skilled at resolving conflicts in a win-win manner. She had the ability to grasp the human dynamics in a situation and resolve and prevent potential problems.

Non-hierarchical behavior was another theme that was repeatedly mentioned. Carol Cartwright, President of Kent State University, said, "Women are not so bound by hierarchies as men are" (Leatherman 1991). One respondent said of President Valles, "There are no levels in Judith's life. You are not *just* a secretary or *just* a student. There are no castes in her frame of reference."

Tessa Tagle was particularly articulate on the issue of the problem of hierarchical relationships in the community college:

"Faculty are in one box; staff are in another box; administration in another box; part-time faculty and full-time faculty are two more boxes. Black, White, Hispanic, Other . . . those are four more boxes. We have so structured ourselves and so isolated ourselves that we're not geared up to deliver the responses that are dependent upon interdependent relationships that are going to cut across those boxes."

Because of their communication strength, these Latina presidents had strong persuasive abilities. Flora Mancuso Edwards, Tessa Martinez Tagle, Narcisa Polonio, Judith Valles, and Julieta Garcia (Texas Southmost College, Brownsville, Texas) were all mentioned repeatedly as dynamic, motivational public speakers. Each was noted for her ability to communicate energy and enthusiasm for meeting the needs of the community college students. President Valles was described as going around "dropping ideas on people," projecting a positive "can do" attitude, motivating, enthusing, inspiring, and persuading people to respond with high levels of commitment and activity.

All of the participants in the study portrayed the presidents as being energetic workaholics. Judith Valles said, "A man doesn't feel he has to validate his gender. When I was given a job I had to prove to those people that I was great. The old *girls can do anything boys can* adage had [me] working like a fool."

Hispanic Cultural Influences

Many of those interviewed were perplexed by the question, "Do you see anything in her leadership that you would identify as typically Hispanic?" Much of the difficulty was due to a lack of under-

"All of the participants in the study portrayed the presidents as being energetic workaholics."

> "There is no question that the outside environment also had a major impact on the changes."

standing of Hispanic cultural values. What most Anglo-Saxon respondents thought of as Hispanic related to the folk view that they had observed in the dances, art, and food. The researcher found that some of the respondents were proud of their "color blindness" because they believed that it indicated their lack of prejudice.

The importance of the Spanish language was noted by some, and those who knew the presidents well often referred to their commitment to their families and the extension of that commitment to the community college family.

The emphasis the Latina presidents put on college celebrations, ceremonies, and rituals was seen as a means to develop that sense of family. One faculty member at Golden West College said, "It goes back to saying, 'This is my place.' It is part of that whole family thing . . . the sense of belonging. There is much showmanship and ritual that continues among cultures that started in the Mediterranean." Under Judith Valles' leadership the college's 25th anniversary was much more than a few commemorative events – it was an extravaganza lasting the whole year. Several of the other presidents were also noted for their encouragement of celebrations for the sake of bringing a diverse and sometimes divided organization together.

One of the most interesting discoveries of the study was the close link between Hispanic and gender behaviors. Those qualities that were mentioned most frequently in relation to both gender and ethnicity were compassion, caring, concern, empathy, warmth, openness, and gregariousness. Some of the respondents included in their observations expressiveness, emotionalism, gesturing, and touching. Several of the presidents were described as "huggers." It appeared that the female connectedness was heightened in importance and more outwardly exhibited when combined with the Hispanic cultural characteristics.

The most notable conclusion drawn regarding the Hispanic women presidents in terms of their behaviors was that although they exhibited the mainstream values derived from accomplishing a task, seeing tangible results, and gaining satisfaction from winning in a competitive event, building and nurturing positive relationships usually took priority if a choice had to be made.

■ Changes

The behaviors reported facilitated the changes that were attributed to the presidents. The most frequently mentioned changes can be categorized as community building and outreach, valuing diversity, and shared governance.

There is no question that the outside environment also had a major impact on the changes. Financial problems, politics, and the history of the colleges and districts all acted to constrain or force change. Nevertheless, the majority of the respondents indicated that the focus of those changes, the climate in which they were implemented, and the energy with which they were effected were strongly influenced by these Latina women.

Community Outreach

These Latinas put much of their energy into social programs, cultural programs, and public relations activities that built bridges to the broader community.

The high priority Flora Mancuso Edwards, Isaura Santiago, and Judith Valles put on outreach resulted in increased enrollments, community members' participation in on-campus activities, public recognition, and increased financial support. In the colleges that were in poverty areas, the presidents viewed the college as a resource for uniting the community and bettering the economic conditions.

Tessa Martinez Tagle was especially notable for her visionary Overtown Neighborhood Partnerships Programs, in which the community college works with all the major social and civic agencies to make a real difference in the dire poverty confronting Miami.

Julieta Garcia is credited as the chief engineer of a merger between Texas Southmost Community College and the University of Texas, Brownsville, in order to have less duplication of services and more resources for the education of the students of that community.

Valuing Diversity

The intercultural diversity focus and concern for the minority student infused the leadership of all the Latina presidents. Judith Valles said, "We are in a

new era, and we have a whole new cohort of students that we must teach, and we must understand their background." Her commitment to those students is reflected in the initiation of an exemplary Intercultural Center at Golden West College as well as encouraging multiple strategies to reach out, welcome, and serve the growing minority student population.

Connie Valdez at Northern New Mexico Community College supported new programs that reflected the traditions of both the Indian and the Hispanic cultures.

Whether these presidents were in areas where the minorities were the majority such as in the Bronx and Brownsville, or in predominantly white areas, such as Middletown, Connecticut, or Huntington Beach, California, they demonstrated their commitment to serving the need of the new student populations in their colleges through multicultural campus celebrations, special services and programs, and the hiring of instructors who were sensitive and caring for those of all races and backgrounds. The presidents continually emphasized the importance of valuing diversity.

Shared Governance

The third theme that predominated in this study was the move towards shared governance. Judith Valles, Leila Gonzalez Sullivan, Narcisa Polonio, and Tessa Tagle were particularly applauded for their efforts to involve a broader representation of college staff in the decision-making process. All four had made substantive changes in the governance structure of their colleges. Although the "new democracy" was fraught with frustrations and resistance, and these action-oriented presidents struggled with the slowness of the committee process, they persisted in their efforts. For the first time in each of these colleges, the small, closed, executive committee group had been expanded to include students, support staff, and faculty who were participating in making important decisions regarding programs, hiring, and the disbursement of funds. "Shared governance" was born and was being nurtured by these presidents.

■ Conclusion

The "amazing discovery" of this study is that nine such different individuals, working in widely differing environments, would have so much in common in terms of backgrounds, behaviors, and changes. Their bilingual/bicultural experiences fostered an openness to differences that contributed much to their leadership. Changes occurred that may have already been in process, but these presidents had a major impact on the nature of those changes and the speed with which they were evolving.

It can be concluded from this study that the combination of the qualities inherent in the female gender and the Hispanic culture embodied in these nine presidents resulted in dynamic leaders for a new era in the nation's community colleges.

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Note: All the direction quotations that are not referenced are taken directly from the interviews conducted by the author and are found in her dissertation.

> "The presidents continually emphasized the importance of valuing diversity."

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

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AAWCJC is guided in all of its endeavors by a firm commitment to equity and excellence in education and employment for women in community, junior and technical colleges. That commitment is translated into action at the national, regional, state and local levels through the AAWCJC programs, activities and services developed and offered in accordance with the following principles:

1. The achievement of equity for women is critical to the wise and just development and use of valuable human resources.
2. Equity is promoted through AAWCJC's efforts to improve access to:
   - education opportunities;
   - employment at all levels;
   - policy-making and decision-making forums.
3. Equity issues may include career upward mobility, comparable pay for comparable work, increased involvement of women on governing bodies, and appropriate support services for adult women enrolled in two-year colleges.
4. Commitment to equity must be matched by an equally strong commitment to educational and professional excellence.
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   - encourage and reward educational achievement and professional endeavor;
   - provide opportunities for professional development;
   - develop linkages and disseminate information pertaining to specific concerns.
6. Both equity and excellence may be enhanced through a strong and effective network of women in community, junior and technical colleges – a network where a purposeful focus on tasks, issues and achievements is continually matched by a sensitive concern for people.

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AAWCJC JOURNAL MANUSCRIPT PREPARATION GUIDE

The Journal of the American Association of Women in Community and Junior Colleges welcomes articles of interest to community, junior and technical college personnel. Publishing policy and selection of articles are governed by the editorial objectives and criteria listed below.

Editorial Objectives:

1. To publish articles of general interest to staff and students in community, junior and technical colleges.
2. To present research, model programs and teaching/learning strategies related to women staff and students in these colleges.
3. To provide a forum for discussion of critical reports, innovative ideas and controversial issues related to women in higher education, particularly in community, junior and technical colleges.
4. To disseminate information on leadership training opportunities for women and on the accomplishments of women in these colleges.
5. To serve as an advocate for equity and excellence in community, junior and technical college education.

Criteria For Selection of Articles:

1. Material should be original, accurate and in good form editorially, and proper attribution should be given for material from other sources.
2. The manuscript should be current and informative, summarizing the basic facts and conclusions and maintaining coherence and unity of thought.
3. Controversial topics should be presented in a factually sound and reasonably unbiased manner.
4. Each manuscript will be acknowledged on receipt. All submissions will be reviewed by the editorial board, and the board's decision regarding articles to be published is final.
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Preparation of Manuscripts:

1. Manuscripts should not exceed 3,000 words, or about 10-12 double-spaced typed pages.
2. The **MLA Handbook**, latest edition, should be used for references in the text and bibliography.

3. Tables and charts should be clear, comprehensible and as brief as possible.
4. Descriptions of projects for which financial support, such as a grant, was received should include acknowledgement of that support either in a subtitle or in a footnote.
5. The manuscript must include a cover page giving the article title, author's name, author's title and institution, and an abstract of no more than 100 words.
6. Submit manuscripts to:

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GENERAL INFORMATION ABOUT AAWCJC

Current Services

Current services to AAWCJC members include:

- A quarterly newsletter on AAWCJC activities
- An annual journal
- A job bank which notifies members of positions throughout the country
- Local, state and regional workshops and seminars on topics of interest to members
- Access to AACTion Consortium Resource Center
- Nominations of qualified women for top-level administration positions
- Research on issues relevant to community college women
- Federal legislation representation through a lobbyist

Institute for National Leadership Development

The National Institute is co-sponsored with the League for Innovation and Rio Salado Community College.

The National Institute offers:

- Leader's program which involves selected applicants in a year-long project with a mentor at their colleges, and an intensive week-long skill-building workshop, and national networking with colleagues
- Seminars for women Chief Executive Officers
- Seminars for women in upper administrative positions who aspire to the presidency
- New issues seminars for participants in the Leaders for the 80s program in prior years

Information concerning National Institute for Leadership Development Programs is available from Dr. Carolyn Desjardins, Rio Salado Community College, 640 N. 1st Avenue, Phoenix, AZ 85003, (603)223-4292.

Organization

AAWCJC has a 17-members Executive Board made up of 10 Regional Directors, Vice Presidents for Professional Development, Membership, Resource Development, Communications and a Treasurer, President, and immediate Past President. The Project Director of the National Institute for Leadership Development is also an ex-officio member of the Board. State Coordinators have been appointed for most states and work with Regional Directors.

Membership

AAWCJC membership is open to community, technical, or junior college personnel who support its goals. As of January 1990, the Council has more than 2,100 individual and 125 institutional members. Individual membership fees are based on income. For further information, write to AAWCJC, 2702 N. Main Street, Anderson, SC 29621.

AAWCJC's President is Dr. Leila Gonzalez Sullivan, President, Middlesex Community College, 100 Training Hill Road, Middletown, CT 06457, (203) 344-3001.

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